

THE CLASSICAL JOURNAL

PUBLISHED BY THE CLASSICAL ASSOCIATION OF THE
MIDDLE WEST AND SOUTH WITH THE COÖPERATION
OF THE CLASSICAL ASSOCIATION OF NEW ENGLAND AND
THE CLASSICAL ASSOCIATION OF THE PACIFIC STATES

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VOLUME XXXVIII

1942-1943

✓ R v.38 Oct. 1942 - June 1943

Published

October, November, December, 1942

January, February, March, April, May, June, 1943

LL Ref

Composed, Printed and Bound by
The College Press
George Santa Publishing Company
Menasha, Wisconsin

Ref

WV

PUBLIC LIBRARY
OCT 19 1942
DETROIT

THE CLASSICAL JOURNAL

Volume XXXVIII

OCTOBER, 1942

Number 1

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Concerning Missing Numbers, to Norman J. DeWitt, Washington University, St. Louis, Mo. Claims for missing numbers should be made within the month following the regular month of publication. The publishers expect to supply numbers free only when losses have been sustained in transit and so far as the reserve stock will permit.

THE CLASSICAL JOURNAL is printed monthly except in July, August, and September. The subscription price is \$2.50 per year; the price of single copies is 30 cents. Orders for service of less than a year will be charged at the single-copy rate. Postage is prepaid by the publishers on all orders from the United States, Mexico, Cuba, Puerto Rico, Panama Canal Zone, Republic of Panama, Bolivia, Colombia, Honduras, Nicaragua, Peru, Hawaiian Islands, Philippine Islands, Guam, Samoan Islands, Shanghai. For all other countries in the Postal Union an extra charge of 25 cents is made on annual subscriptions (total \$2.75), on single copies 5 cents (total 35 cents).

The membership fee in each of the associations named above is \$2.00 a year, with addition of 25 cents a year for Canadian members, for postage. This fee includes subscription to the JOURNAL at a special rate.

Entered as second-class matter at the Post Office at Menasha, Wis., on October 19, 1914. Additional entry as second-class matter at St. Louis, Mo., under Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized on October 19, 1934.

PRINTED BY

GEORGE BANTA PUBLISHING COMPANY
MENASHA, WISCONSIN





ROY CASTON FLICKINGER
1876-1942

THE CLASSICAL JOURNAL

VOLUME XXXVIII

OCTOBER, 1942

NUMBER 1

EDITORIAL

ROY CASTON FLICKINGER
(1876-1942)

In a recent issue¹ we had occasion to express our deep regret at the resignation of Professor Roy Caston Flickinger as editor of our department of "Notes." Now it is our painful duty to report his death, suddenly, of a heart attack, on the morning of July 6. Though we had for many years known that Professor Flickinger was likely to pass off that way, we must confess to a very considerable shock at his going. He was so thoroughly identified with the cause of the classics, and especially with the mid-western group of classicists, that it seemed he would always be with us and take a leading part—we could hardly think of a meeting of the Classical Association of the Middle West and South without him. And now he is gone, and the best we can do is to write about him.

As a matter of permanent record we should set down that Professor Flickinger was born at Seneca, Illinois, December 17, 1876, and that his student days were spent at Northwestern University (A.B., 1899; A.M., 1901), the University of Chicago (Ph.D., 1904), and the University of Berlin (1905). How well he acquitted himself during those years is shown by the fact that, after an apprenticeship of teaching at Evanston Academy (1899-1901) and a year as professor of Greek and Latin at Epworth University (Oklahoma City, 1904-1905), he was called to his Alma Mater, Northwestern University, as instructor in Greek and Latin in 1905. Here he advanced rather rapidly through the grades of assistant professor

¹ Vol. xxxvii, pp. 257 f.

(1908), associate professor (1910), and professor (1916). During these years, too, he had shown executive capacity, as a result of which he was made secretary of the faculty (1908-1919), and finally dean of the College of Liberal Arts (1919-1923).

In 1925 he accepted a call to become head of the department of classical languages at the State University of Iowa, a position which he filled with distinction until his death. Finally, to this long report of teaching well done we should add that in the summer of 1933 he served on the staff of the American School of Classical Studies at Athens.

But these are the dry bones of record. When we come to those activities which distinguish the busy leader from the secluded scholar, we find him serving as president of the Chicago Society of the Archaeological Institute of America, 1921-1925, and in a like capacity for the Iowa Society of the same organization from 1925 to the time of his death. He was a member of the executive committee of the American Philological Association, 1921-1923 and 1930-1940, and its secretary-treasurer, 1932-1935. These were learned societies more or less for professors only, but there were two other societies which seek to serve the joint interests of professors and high-school teachers of the classics—the American Classical League and the Classical Association of the Middle West and South. In both he was very active. In the former he served as a member of the executive committee, 1919-1934, and as a member of the advisory committee for the Investigation of Classical Teaching. In the Classical Association of the Middle West and South he was a very valuable member almost from its inception, but especially as editor-in-chief of the *CLASSICAL JOURNAL*, 1928-1933, and as president of the Association in 1932. Of these services we have spoken at greater length in the editorial mentioned above. With a like desire to be helpful both to the university group and other lovers of the classics he served as president of the Chicago Classical Club from 1918 to 1920.

He had much to do with the organization of Eta Sigma Phi, the classics honorary fraternity, and always maintained a strong local society at the State University of Iowa. He gave much time also to that other society so dear to classicists, Phi Beta Kappa. In

this he served in various capacities, and finally as senator from 1940 until the time of his death.

Professor Flickinger's power of seeing what ought to be done and organizing to do it was especially welcome in 1935. This was the year in which every classicist should have been remembering that the poet Horace had been born two thousand years ago and celebrating that anniversary, but nothing was being done about it. Flickinger took the matter up, and as a result largely of his efforts both America and Europe joined in a very effective program. The present editor had at that time just taken over the editorship of the *CLASSICAL JOURNAL*, and, because of Flickinger's responsibility for the success of the Horatian effort, invited him to write the editorial on Horace for the December issue of the *JOURNAL*.

His most important publication was an elaborate and authoritative volume on *The Greek Theater and its Drama* (1918), of which the fourth edition appeared in 1936. Very different from that are his pleasing and useful *Carmina Latina* (1919; 4th ed. 1929) and his *Songs for the Latin Club* (1924). Flickinger had also very good reason to be proud of the impressive list of classical dissertations written and published under his supervision throughout the years. Ten had been published in the "Iowa Studies in Classical Philology" at the time of his death and eight were in preparation.

So much for the record. But we lovers of the Greek and Latin classics in the Middle West and South, especially those of us who have passed our forties, prefer to remember our friend as a dynamic personality, present at all our meetings, contributing much both in papers and advice, leading our songs from the Latin songbook he himself had compiled—working hard in every way for the success of that phase of cultural education which he dearly loved. We admired his scholarship, we enjoyed his songs, we deeply appreciated his splendid work as editor, but it all sums up to Flickinger, the man—the whole personality—and to that we here pay tribute.

E. T.

A REMINDER

We are all so busy at the beginning of an academic year that we can be forgiven if we overlook certain important changes. It is for

this reason that we take time and space to remind our members that the office of the secretary-treasurer of the Classical Association of the Middle West and South is no longer at the University of Michigan, but at Washington University, St. Louis; and that the secretary-treasurer is no longer Professor F. S. Dunham, to whom you have been writing for the past ten years, but Dr. Norman J. DeWitt, of Washington University. Professor Dunham is our president this year and will be very glad to answer any correspondence that properly belongs to that office, but let us all resolve to spare him additional work by addressing all letters that have to do with the secretary-treasurer's office to Dr. DeWitt.

LATIN EXPRESSIONS FOUND IN ENGLISH

A VOCABULARY UNIT FOR THE FIRST WEEK OF BEGINNING LATIN OR GENERAL LANGUAGE

BY WALTER V. KAULFERS, DANTE P. LEMBI, and WILLIAM T. MCKIBBON
Stanford University

Among the justifications for the study of Latin in school is one frequently found in articles and courses of study to the effect that the work will help students recognize the meanings of Latin expressions found in English.

The study of word-borrowing from a foreign language, if approached from the standpoint of its semantic implications, can be made not only a valuable linguistic exercise in pronunciation and vocabulary building, but also an interesting study of the influence which Roman civilization has had upon our own life and culture. The nature of the words which we have borrowed from Latin-speaking peoples is often a key to those aspects of our culture in which Rome has influenced the development of our institutions, customs, and mores. The terms *affidavit*, *habeas corpus*, *referendum*, *quorum*, and *ex post facto*, for example, reveal the influence of Roman law in our jurisprudence and legal system, for Rome's code of laws was one of her great contributions to the civilization of the modern world. Similarly, in such words as *arena*, *stadium*, *auditorium*, *orchestra*, and *proscenium*, we see the reflection of classical architecture as revealed in our own language.

Although word-borrowing is not always correlated with the most outstanding cultural contributions of a foreign people, it is nevertheless one of the best tests of the degree to which a foreign culture has penetrated to the point of assimilation. For children the study of word-borrowing as a reflection of inter-cultural influence is a concrete way of indicating what we owe in the way of contributions

from abroad not only to the development of our language, but also to the building of our everyday life and customs. A word borrowed from abroad is frequently but the symbol of a contribution which we owe to a foreign culture. The word *orchestra*, for example, does not represent merely a contribution to the vocabulary of the English language, but also a contribution to a type of architecture that is seen in many theaters in the United States. It is a symbol of an architectural contribution which has come to us from the Greeks by way of Rome. For young people, at least, the inter-cultural influences revealed in the semantic implications of word-borrowing are as significant as inter-cultural influences revealed in the comparative study of literature.

The accompanying unit is designed not merely to provide material for vocabulary-building and pronunciation during the first week of beginning Latin, but also to make a direct contribution to one of the most widely accepted cultural objectives of instruction in classical languages—namely, the development of an appreciation of past civilizations in terms of the contributions which we owe to them.

Although the exercise can be used in a variety of ways, the procedure which has proved most satisfactory with average beginning classes is as follows:

1. Discussion with the students concerning the nature and purpose of the exercise.
2. Oral repetition of the words by the class in concert and by individual students in emulation of the instructor.
3. Oral sight work capitalizing the work of volunteers.
4. Independent work by the pupils during the supervised study period on the exercises of Part II as specified in the written directions to the students.
5. Oral review and discussion, perhaps with the exchange and correction of papers during the following recitation period.
6. Games and informal review activities for the development of a more thorough command of the material. Almost any of the numerous devices for playing vocabulary games can readily be adapted in this connection.
7. Review test on exercises of Part II.

8. Supplementary optional work as suggested in Part III.

In classes of the Stanford Language Arts Investigation, in which the material has been tried out, the pupils' responses were sufficiently satisfactory to justify the conviction that, properly used, the "Unit" will have similar interest for other students and teachers of Latin.

PART I

On the following pages is a list of words and phrases used in English in the exact Latin form and spelling. A few of them—especially words ending in *-tor* and *-sor*—have kept the same spelling for more than 1500 years. Most of these words kept the Latin spelling because they continued to be thought of as borrowed foreign words.

Note on pronunciation. Even people who have studied Latin do not try to pronounce these words and phrases as the Romans did. Pronounce them as English, with one exception: all final *e*'s are pronounced as an unaccented *ee* sound. Since the final *e*'s are pronounced, they do not make the syllable before them long. For example, pronounce *simile* as if spelled "sim-ily"; *ex tempore*, "ex tem-pory." If you are studying Latin, it may be good practice to pronounce them in Latin; but in speaking English, the Latin pronunciation will make people think that you are showing off.

Examine carefully the groups of words and their definitions and then turn to the exercises in Parts II and III below.

A¹

1. arbiter—a third party called in to judge a dispute; an authority who determines standards.
2. censor²—a Roman official who kept the census rolls—now an official who examines literature, etc., to suppress anything objectionable.
3. census—a counting of the citizens.
4. consul—the highest official of the Roman Republic—now also a minor diplomatic official.
5. decemvir—one of a commission of ten men.

¹ Because many of the words have changed or enlarged their meaning since they were borrowed, they are arranged here in groups according to their meaning at the time of adoption, i.e., their meaning in Latin.

² The censor had the power to demote senators guilty of immoral conduct. This is how he came to be principally interested in people's private affairs, and finally in what they thought or read.

6. dictator—an official with sole power—in Rome he was legally elected for a short period during national emergencies.
7. forum—an open place in the center of the city where Romans held courts and conducted public business.
8. intercessor—a magistrate who protected lower citizens from injustices in the courts—now any impartial person who helps settle a quarrel.
9. interregnum—the period between two reigns.
10. liberator—one who frees or liberates a nation.
11. lictor—a minor official who carried the *fascēs* before the consul and certain other officials when they went about the streets.
12. plebs³—the common people as distinguished from the patricians.
13. possessor—one who has legal possession.
14. rostrum⁴—a place from which to address a crowd.
15. status—standing condition.
16. status quo—"the state in which (things are)."
17. violator—one who outrages or injures someone or some law.
18. minor—"less, smaller"; in law it meant under voting age (25), which is one of its many meanings in English.
19. referendum—"a question) to be referred (to the people)."
20. senator—a member of the (ancient or modern) senate. *Senatus*, "senate," meant literally "council of elders."
21. honor—an honor paid a man, especially a high office.
22. consensus—general agreement.
23. proviso—the first word of a legal phrase *proviso quod* "provided that"—now an article, clause, or phrase stating a condition.
24. quorum—"of whom," first word of a phrase in early English law, meaning that a certain number of judges were required to be present at a court. Now the word means the minimum number of members present in order that a body may conduct business officially.
25. specie—from the phrase *in specie*, "in kind," meaning real metal, not paper money.
26. minister—an underling, a servant, or an under-official—now an official of the government, or a clergyman.
27. affidavit—"he swore under oath"—now a statement sworn under oath.
28. caveat—"let him beware; let him understand that he is legally warned"—an injunction or admonition.

³ *Plebs* is singular like proletariat. You cannot talk about one "pleb"; call him a "plebeian."

⁴ *Rostra*, the plural of this word, designated the famous rostrum in the Forum at Rome. It was called *Rostra*, which means "beaks," because it was decorated with the iron ramming-beaks of a navy which the Romans once defeated. The Romans fell into the habit of saying that somebody made a speech at "the beaks."

29. *caveat emptor*—"let the buyer beware"; it is incumbent on the buyer to see that he doesn't get cheated, the law will not protect him.
30. *ignoramus*—"we do not know"; "insufficient evidence"—written on an indictment—used, jokingly at first, to mean an ignorant person, a dunce.
31. *mandamus*—"we command"—now means an order from a higher court, power, or authority.
32. *fasces*^{*}—a bundle of rods and an axe; the symbol of the supreme power of the consul (power to chastise or behead any citizen). See *Lictor*.
33. *posse*—lit. "to be able," therefore a group with legal authority, such as the sheriff and his deputies.
34. *veto*—"I forbid"—now an official's way of stopping the action of a law.
35. *album*—"white thing"; formerly official registers or lists posted on chalk-whitened tablets—now any list or collection.
36. *assessor*—a judge's expert assistant—in the Middle Ages it came to mean an official who apportioned taxes.
37. *sponsor*—one who assumes legal responsibility for another, originally only in matters of borrowing money.
38. *ad valorem*—"according to value," tax or duty at a certain rate per cent of value.
39. *bona fide*—"in good faith," genuine.
40. *casus belli*—"cause for war," any event said to justify war.
41. *e pluribus unum*—"out of many (is made) one," motto of the United States, a union of states.
42. *ex cathedra*—"from the chair (of a teacher or bishop)"—by virtue of one's knowledge or office, with authority.
43. *ex officio*—"from, because of, one's office."
44. *ex post facto*—"from what is done afterwards," retroactive, said of a law concerning some act already done.
45. *ex tempore*—"on the spur of the moment"; without preparation or consideration beforehand.
46. *habeas corpus*—"you may have the body"—a writ to bring a person out of prison and to trial.
47. *Magna Charta*—"Great Paper," the great charter of rights signed by King John in 1215.
48. *per*—1. through, by, through the agency of: as signed "per secretary."
2. in each . . . , for each: as "per hour," "per gallon."

* The root of the word *fascis* means to "bind together"; from another Latin word formed on this root comes the modern Italian *fascio*, "a group of men bound together in a political group or conspiracy," after which the Fascist party was named. This party adopted the *fasces* as the ancient symbol of supreme power. On the back of the United States dime you will find the *fasces* as a symbol, not of power, but of unity, as may be gathered from the accompanying motto: *e pluribus unum*, "one out of many."

49. *per annum*—yearly, per year.
50. *per capita*—"by heads," for each individual.
51. *per centum*, *per cent*—in each hundred, per hundred.
52. *pro rata*—"according to the calculation," in proportion.
53. *per diem*—in each day, per day.
54. *prima facie*—"on first sight" or "appearance."
55. *pro tempore*, *pro tem*—for the time being.
56. *vox populi*—"the voice of the people."
57. *sine die*—"without a day," without setting a day for meeting again.
58. *sub poena*—"under penalty"—written as one word it means a writ commanding a person to appear in court, or else . . . !
59. *versus*, *vs.*—literally "turned," commonly "against." Used in Rome only in legal contests.
60. *vice*—"in the place of."
61. *pro bono publico*—"for the public good" or "welfare."

B

62. *arcanum*, plural *arcana*—hidden things, secrets—in Rome usually sacred mysteries.
63. *augur*—a priest who observed and interpreted the omens in the sky, the intestines of sacrificial animals, etc.—We have made it a verb also, meaning to predict, foretell, or portend.
64. *Lucifer*⁶—"light-bringer," a name of Venus as the morning star.
65. *afflatus*—divine inspiration.
66. *omen*—a sign of the future.
67. *sinister*⁷—literally, on the left side.
68. *tenet*—"he holds, maintains, believes"—now, a belief.
69. *sanctum*—a place made holy and inviolable.
70. *sanctum sanctorum*—holy of holies, an extremely sacred and private place.
71. *cornucopia*—horn of plenty, in a Roman fable; has become the emblem of abundance.
72. *creator*—creator, first applied to Jupiter.
73. *Lares and Penates*—the Roman household gods—hence, one's home or personal and household possessions.
74. *Jupiter Pluvius*—a title of Jupiter as the god of rainy weather—now used humorously.

⁶ The Church Fathers read in Isaiah about the king of Babylon compared to the morning star, and confused the name with the idea of evil. Since Milton made Lucifer one of the principal figures in Satan's army, the meaning of "devil" has been firmly attached to the name.

⁷ The left side was the side of bad omens in Roman augury, so *sinister* now means "evil," "adverse," "inauspicious," or "indicating evil."

75. Magi (from Persian)—a Persian order of priests, renowned as sages and magicians; the Wise Men of the East in the Christmas story.
76. Dives—"a rich man"; taken as the name of the rich man in the parable of Dives and Lazarus.
77. pastor—"shepherd"; Christ as the Shepherd; head of a church—common today in the latter meaning.
78. limbo—the phrase *in limbo*, "on the border," was used by the Church Fathers to describe the Hebrew afterworld—now the shadowy half-world where the souls of men born before the redemption and of unbaptized infants, barred from heaven by no fault of their own, wait for Judgment.
79. requiem—"peaceful rest" first word of the burial Mass—now a mass for the dead, a setting of this to music, or any funeral piece of music.
80. ave—"hail," first word of a prayer to Mary: *Ave Maria* . . . now used as the name of the prayer.
81. placebo—"I shall be pleasing," first word of an evening prayer—now used as the name of a prayer.
82. credo—"I believe," first word of a creed, especially the Nicene creed—now used for any creed, formula of religious faith, or belief.
83. Dei gratia—"by the grace of God."
84. propaganda—from a verb meaning to set out plants, to propagate. Applied to the faith in 1622 in the name of a commission of the Pope, *Congregatio de propaganda fide*, "Commission for propagating the faith"—now a noun meaning a group, movement, or plan to spread a certain system of ideas or principles.
85. A.D.—for *Anno Domini*, "in the year of our Lord."
86. Deo volente—"God willing," if God is willing.
87. ecce Homo—"Behold the Man," Pilate's words to the Jews at the trial of Jesus—now applied to paintings of Christ.
88. gloria in excelsis (Deo)—"Glory (to God) in the highest," first words of the angels' song in the Christmas story, the Latin Bible, and the Litany.
89. requiescat in pace—"May he rest in peace"—a prayer for the repose of a dead person, often found on tombstones.
90. Pater Noster—"Our Father . . ."—the Lord's prayer.
91. pax vobiscum, pax tecum—"Peace be with you."
92. Te Deum (laudamus)—"We praise thee, O Lord," opening words of a hymn, usually called the *Te Deum*.

C

93. arena—literally "sand"; the sand floor of the Colosseum, etc.
94. stadium (Greek)—a length of about 200 yards, a running track of that length, with tiers of seats—a similar modern structure.
95. circus—originally "circle," "ring"; the great oval racetrack in Rome.

- 96. auditorium—a place where things are heard, an auditorium.
- 97. spectator—one who looks on at games, theatrical performances, etc.
- 98. gladiator—one who fights with a sword (*gladius*) in the arena at the public games.
- 99. orchestra* (Greek)—at Rome the space before the stage and proscenium of a theater, originally reserved for senators—now the corresponding place, or the whole lower floor, of a modern theater.
- 100. proscenium—the part of the theatrical stage between the curtain and the orchestra.

D

- 101. ars artis gratia—"Art for art's sake."
- 102. opus, (pl. opera)—a work of art, especially music.
- 103. opera—works,—through Italian, a music-drama.
- 104. magnum opus—"the great work," masterpiece.
- 105. simile—a comparison, parallelism: description of a thing by means of something like it.
- 106. excursus—a running off the subject, a digression, a long explanatory or corroborating note.
- 107. exordium—technical word for the beginning of an oration, etc.
- 108. farrago—originally "mixed cattle feed," then hodge-podge, medley—only the latter meaning in English.
- 109. finis—"the end."
- 110. vade mecum—"Go with me"—an indispensable book carried as a constant companion; a manual.
- 111. amanuensis—a secretary, stenographer.
- 112. literati—well-educated people, those who know, and especially those who write, literature.
- 113. caesura—a technical term for a division or pause within a line of poetry.
- 114. hiatus—a technical term for a pause between two distinctly pronounced vowels; any gap—originally meant a "gape" or a "yawn."
- 115. lacuna—hole, gap in a manuscript.
- 116. codex—book of folded pages, rather rare in Rome.
- 117. in folio, folio—in leaf (*folium*) form: a sheet of paper folded once—a book of that size, the largest size of book.
- 118. in quarto, octavo, duodecimo (12 mo), 16 mo etc.—book sizes made by folding the sheet into 4, 8, 12, 16, etc. leaves, hence respectively smaller.
- 119. ex libris—"from the books (of)," from the library of . . .
- 120. dramatis personae—"the masks of the drama," the list of characters in the cast of a play.

* In the Greek amphitheater (open-air theater) the "orchestra" was the circular floor where the chorus danced. Originally this was the only stage. The word originally meant "dancing place."

- 121. *persona non grata*—"unwanted character," person who is not acceptable in general.
- 122. *deus ex machina*—a god introduced by stage mechanism to do the impossible in untangling the plot of a play or a story.
- 123. *ad lib.*, *ad libitum*—"at your pleasure," "as you like."
- 124. *major*, *minor*—"greater, smaller"; in music, the greater and smaller thirds and the scales employing them.
- 125. *sculptor*—an artist in carving; a sculptor.

E

- 126. *acumen*—shrewdness, sharpness, common sense.
- 127. *genius*—talents, genius—now also a person possessing talent.
- 128. *languor*—feebleness, sluggishness.
- 129. *odium*—hatred.
- 130. *pallor*—paleness.
- 131. *stupor*—numbness; dullness, insensibility.
- 132. *tedium*—weariness, boredom.
- 133. *tiro*—a new recruit—anyone new or inexperienced.
- 134. *virago*—a manlike woman, Amazon—now a shrew, a termagant.
- 135. *miser*—a Latin adjective meaning "wretched"—now specifically one who lives wretchedly to hoard his money.
- 136. *non compos mentis*—"not in control of the mind," of unsound mind.

F

The words and expressions in this group are largely from medieval Latin.

- 137. *addenda*—things to be added—last additions at the end of a reference book.
- 138. *corrigenda*—things to be corrected, corrections.
- 139. *errata*—errors.
- 140. *i.e.*—for *id est*, "that is (to say)."
- 141. *cf.*—for *confer*, "compare," "see"; referring the reader to some statement or some book.
- 142. *v.*—for *vide* "see"; about the same as *cf.*
- 143. *loc. cit.*—for *loco citato*, "in the place already cited"; referring the reader for the second time to a chapter or page of a book already mentioned.
- 144. *op. cit.*—for *opere citato*, "in the work already cited"; referring the reader for the second time to a certain book or article.
- 145. *ibid.*—for *ibidem*, "in the same place"; used instead of *loc. cit.* if the reference is to exactly the same passage or work.
- 146. *s.v.*—for *sub voce*, "under the word"; referring to a dictionary, etc.
- 147. *passim*—"scattered; here and there"; acknowledging material obtained in no special place in a book.
- 148. *infra*—"below," i.e. farther on in the book.
- 149. *supra*—"above," i.e. before this point in the book.

- 150. viz.*—for *videlicet*, "see if you please," to wit, namely.
- 151. N.B.—for *nota bene*, "note well," pay attention to this.
- 152. *circa* (abbr., *c.*)—"around," used with dates: *c.* 1500.

G

Except for the first two, the words and expressions in this group are from medieval Latin (A.D. 500–1500)

- 153. dictum (pl. dicta)—a thing said; an authoritative statement.
- 154. summum bonum—"the highest good," which the ancient philosophers tried to find and define.
- 155. a priori—thinking that leads to conclusions from generally known principles, opposite of *a posteriori*.
- 156. a posteriori—thinking that leads to general conclusions from observed facts.
- 157. e.g.—for *exempli gratia*, "for example."
- 158. etc.—for *et cetera*, "and all the rest," and so forth.
- 159. ipso facto—"by the fact itself," by the very nature of the case.
- 160. de facto—"by reason of a fact," in reality.
- 161. de jure—"by right," lawfully; opposite of *de facto*.
- 162. per se—"by itself," of itself, essentially.
- 163. pro and con(tra)—"for and against."
- 164. sine qua non—a thing or condition without which something could not exist, something absolutely necessary.
- 165. sui generis—in its own class, in a class by itself.

H

Various additional words, phrases, and abbreviations commonly used:

- 166. A.M.—for *ante meridiem*, "before noon."
- 167. P.M.—for *post meridiem*, "after noon."
- 168. &—for *et*, meaning "and."
- 169. lb.—for *libra*, "pound."
- 170. no.—for *numero*, "in number," number.
- 171. quasi—"as if it were," seeming, apparent: A "quasi-argument" is one which seems to be an argument but really is not.
- 172. homo sapiens—"intelligent man"; scientific name of the human race.
- 173. in memoriam—"in memory (of)," "to the memory (of)," used in epitaphs and dedications, especially on tombstones, etc.
- 174. ultra—"beyond"; often used with adjectives to mean excessively, beyond the ordinary, as for example "ultra-modern," meaning "extremely modern" or "too modern."
- 175. via—"by way of."
- 176. interim—"meanwhile"; "meantime"; "interval"; "period of time between two events", etc.

* The "z" stands for a sign of abbreviation in medieval manuscripts; when reading aloud, do not say "viz.," but "namely."

177. item—"likewise, also"; in enumerations, each particular detail in old-fashioned style was introduced with this word, so that we now call them the "items." It also has come to mean any short piece of news or information.
178. memorandum—"a thing to be remembered," reminder.
179. P.S.—for *post scriptum*, "something written afterwards," a postscript.
180. agenda—a participial form of *agere* "to do or act," it is used to mean "things to be done," business to be transacted at a meeting, etc.

PART II

Each X in the following sentences stands for a missing word or expression. Number a separate sheet of paper, and opposite the proper numbers rewrite the sentences in full, substituting for the X whatever is needed to complete the statements. In section A choose only words or expressions from Group A above.

A

1. The X (of popular opinion) is against him.
2. He was captured by a sheriff's X.
3. The law was passed over the president's X.
4. He signed a(n) X stating that he had lost the money.
5. The debt has to be paid in X, not in paper money.
6. No business was transacted for lack of a(n) X.
7. The judge can force him to appear by issuing a writ of X.
8. The law was passed with the X that it should not go into effect until the following year.
9. The bill was submitted to the people (voters) in the form of a(n) X.
10. He is in favor of keeping things as they are—in other words he favors the X.

B

In the following exercises, choose only words and expressions from Group B above.

1. None but the priests were allowed to enter the X of the Egyptian temples.
2. The symbol of plenty is the X.
3. A(n) X was sung in honor of the deceased.
4. My personal X is the Golden Rule.
5. There is a good deal of communist and fascist X in this country.

C-D

In the following exercises, choose only words and expressions from Groups C and D above.

1. The word X originally meant a circle or ring.
2. The word X originally meant sand.

3. The X was originally the place where the chorus danced in the Greek amphitheaters (open-air theaters).
4. The Bible is the X of all good Christians.
5. To make heads or tails out of this, one has to be a(n) X.
6. He was such a wretch that to most people he was a(n) X.
7. Let us write X to this and go home.
8. The word "opera" is the plural of the word X, meaning a work of art.
9. How many characters are there in the X.
10. You could make the comparison clearer by using a good X.

E

In the following exercises, choose only words and expressions from Group E above.

1. People who lack discretion often lack X.
2. He must be a(n) X to be able to speak ten languages.
3. He dozed off into a kind of X.
4. I am a(n) X when it comes to playing bridge.
5. After working hard all day I am often X at night.

F

Number a separate sheet of paper, and opposite the proper numbers *rewrite* the following sentences substituting words, abbreviations, or expressions from Group F above for the *italicized* words. For example:

Given: Here is the list of the *things to be added*.

Write: Here is the list of the *addenda*.

1. Can you furnish me with a list of the *things to be corrected*?
2. You will find it mentioned in the *place already cited*.
3. Mention is made of it in the *work already referred to*.
4. N.B. *below*, paragraph A.
5. N.B. *above*, page 263.
6. *Note well* page 150, section 2.
7. *See* pp. 100-105.
8. *Compare* notes 1 and 2, page 10.
9. "Infra" means "below," *that is (to say)*, farther on in the book.
10. He was born *around* A.D. 1500.

G

In the following sentences substitute words, abbreviations, or expressions from Group G for the *italicized* words.

1. There is a good deal of truth in this *statement*.
2. There is much truth in these *statements*.
3. *By itself* it means nothing.
4. Most of Rome's greatest emperors were born in Spain; *for example*, Marcus Aurelius, Hadrian, Trajan, and Theodosius.

5. The even numbers are 2, 4, 6, 8, and so forth.
6. It is evident *by the very nature of the case* that as a foreigner he can never become president.
7. People talk as if happiness were the *highest good*.
8. Much was said *for and against*.
9. I consider it a *most necessary thing*.

H

In the following sentences substitute words, abbreviations, expressions from Group H for the *italicized* words.

1. He came *by way of* the Panama Canal.
2. There is always an *interval* (period) of two months.
3. I shall send you a *reminder* concerning it.
4. These are all very interesting *bits of news*.
5. The inscription on the monument reads "*In Memory (of)* Jasper Jay, 1500-1565."
6. What have we on the *list-of-things-to-be-done* for tonight's meeting?

I

Number a separate sheet of paper, and opposite the proper numbers write the Latin-English words, expressions, or abbreviations for the following:

Note: Choose only words from Group A in Part I above.

1. An official count of the number of people in a country.
2. A person who arbitrates, judges, or decides a dispute, or a question involving standards or tastes, etc.
3. A member of a commission composed of ten people.
4. The period between two reigns.
5. The symbol of the Fascist party.
6. The symbol on the back of the U.S. ten-cent piece (dime).
7. The motto of the United States.
8. Automatically (by right of office).
9. An order commanding one to appear in court.
10. "You may have the body."

Note: Can you use each of the Latin-English expressions defined above in original sentences of your own?

J

Number a separate sheet of paper, and opposite the proper numbers write the Latin-English words, expressions, or abbreviations for the following:

Note: Choose only words and expressions from Group B in Part I above.

1. Light-bringer: the name of Venus as the morning star.
2. A sign of the future.

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3. Originally meaning "on the left side," this word now means *evil* or *disastrous*.
4. A belief.
5. A Persian order of priests.
6. A very wealthy man.
7. Peace be with you.
8. We praise thee, O Lord.
9. May he rest in peace.
10. Hail Mary (Maria)!
11. Behold the man!
12. The god of rainy weather.
13. A word which originally meant shepherd.
14. Our Father (beginning of the Lord's Prayer in Latin).

Note: Can you use each of the Latin-English expressions defined above in original sentences of your own?

K

Number a separate sheet of paper and opposite the proper numbers rewrite the following sentences, substituting for the capital letters whatever information is needed to make the statements complete and true. The capital letters stand for the groups of Latin-English words, expressions, and abbreviations in Part I in which the proper answers can be found.

1. The abbreviation *A.M.* stands for the two Latin words H, meaning H.
2. The Latin expression *post scriptum* means H, and is abbreviated H.
3. The scientific name for the human race is H, meaning H in English.
4. The abbreviation *lb.* stands for the Latin word meaning H.
5. The Latin word *numero* means H and is often abbreviated H.
6. The Latin expression *post meridiem* means H and is often abbreviated H.
7. The symbol & is the sign for the Latin word H, meaning H.
8. The abbreviation *N.B.* stands for the Latin expression E, meaning E.
9. A book published in leaf form with the sheets folded once is published in D.
10. The Latin expression which means "art for art's sake" is D.
11. A *caesura* is a division or pause within a line of D.
12. The word *hiatus*, originally meaning D, now usually refers to a pause between two distinctly pronounced D's.
13. The part of the theatrical stage between the curtain and the orchestra is known as the C.
14. A law which is retroactive—which applies to things that happened before the law was passed—is a (an) A law.
15. Taxes or duties that vary according to the value of an article are A taxes.

PART III

Observation Questions

1. From what language have we borrowed these words and phrases? Of what people was it the national language? When and where did they live?
2. Can you write a short simple heading for each group of words in Part I—a kind of title to show what kinds of words they are according to their meaning? Unless you think of better headings of your own, choose the following, and tell which groups they fit best: *entertainments, religion and superstition, learning and scholarship, law and politics, art and literature, logic, descriptions of people.*
3. Under which headings do the largest groups of words and expressions fall? What reasons can you give for the adoption of so many words in these particular fields?
4. Do all the groups of words and expressions show the influence of the *classical* Roman civilization on our own life and culture?
5. Group A contains many words indicating Roman things: Can you tell from the words of this group what was one of the foremost contributions which the Romans made to our civilization? How can a civilization which "fell" 1500 years ago have influence on modern life? When the barbarians settled down and needed laws and government, did they start from their primitive beginnings, or did they use the Roman system which they found? Did they change the language in which the laws were written?
6. Groups C, D, and E include a majority of words standing for real Roman institutions or ideas. Are these institutions and ideas the kind that barbarians would be likely to keep? Or do you think these words were borrowed by our language at some time when the English-speaking peoples of the world were fairly well advanced and able to appreciate such ideas? Do you know what the Renaissance was? If the Roman civilization disappeared, where do you think these institutions and ideas were preserved until European civilization was ready to adopt them?
7. Were there ever any gladiators in England? Borrowed words are more often kept in their foreign form if they stand for new foreign ideas for which there is no word in the borrowing language. On what model do you think the English started building their theaters and writing their plays and their books at the time of the Renaissance? What proof can we find in our language of this fact?
8. With what does the second largest group of words and phrases deal? Does the survival of these words in English show the influence of classical Roman civilization, or of a particular institution which used the Latin language? Does this institution survive today? Does it still use Latin as a language? Why? Is there any advantage in using a language which is no longer changing?

9. Which kind of words do you think would keep their foreign spelling in a language such as English: words commonly used by all the people, or words used only by learned people who knew Latin as a second language? Which two groups in the list above illustrate this fact especially well, and can you show how the language of the medieval universities has left its traces in modern scholastic or academic usage? From the words of Group G can you tell what was one of the principal studies in the medieval universities?
10. Which of the following kinds of people do you think could easily travel and exchange ideas with foreigners in the Middle Ages: farmers, clergymen, soldiers, carpenters, students and scholars, lords and ladies? Did they have a greater need or right to escape national and political restrictions, or was it because they happened to have begun using Latin before Rome fell, and kept spreading it until it became a universal language?
11. Can you think of any other Latin words used in English? There are hundreds more, e.g. abdomen, aborigines, albumen, animal, antenna, apex, apparatus, axis. Which of the following would be best title for a long list starting with the above underlined words: grammar, aviation, science, literature? Why is Latin so useful in this field?
12. Can you think of any trade-names—names of products, inventions, etc.—which have been coined from Latin words? How appropriate or suitable are these names? For example, how appropriate is the trade-name "Corona" for a typewriter (*Corona* is a Latin word meaning "crown").
13. Why do we continue to use so many Latin words, abbreviations, or phrases in English? Are they sufficiently convenient to use to be worth the trouble of learning them?

SOME REFLECTIONS ON THE SCHOLARSHIP OF GEORGE GISSING

By NORMA L. SCHANK DALEY
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"He had been born in exile and had made himself an outcast."¹

Into these words Morley Roberts has compressed the whole tragedy of the life of George Gissing. If ever a man was born out of his time, Gissing was that man. He was a humanist, a scholar, and a dreamer, deeply immersed in the old world of Greece and Rome as glorified in their literatures; his true milieu was Italy of the Renaissance, when the learning of antiquity entered its second spring and scholarship lit "a sacred fire, forever unquenchable." But he was born in the heart of industrial England in the Victorian era, and circumstances were so to shape his life that, torn from the shelter of college life, he was to be driven in desperation to adopt a profession to which he was basically unsuited. He became a novelist: he set himself to the task of dissecting the life of the slums in which poverty forced him to live. He, who had been fashioned by nature and by training for a life of tranquillity and meditation among the silent voices of the past, and who, except for a wild caprice of Fortune, would have lived out his life graciously within the seclusion of university walls, was wresting from the display of squalor, degradation, and despair a bare subsistence. Still, his heart remained faithful to the old gods; with all the fervor of his sensitive nature he despised the conditions and the people into whose midst Fate had cast him, and he sought escape from the vulgarities of his everyday existence in a retreat to a world of dead poets, dead languages, and dead glory.

The purpose of this paper is threefold: first, to inquire into the extent of Gissing's classical knowledge and training; second, to

¹ *Private Life of Henry Mailland*, 103; 1912 ed.

mark the evidences of scholarship in his novels; third, to discuss whether his success or failure as a novelist is due to the acquired taste for scholarship or to the special traits inherent in his character.

Let me first trace briefly Gissing's career up to the time when he abandoned scholarship for novel-writing. His father was responsible for Gissing's first contact with the great literatures. He had many good books which he read to his son and taught him to love. In many ways he must have been an unusual person, and perhaps it was from him that his son inherited that sense of being a stranger in the world. In *The Private Papers of Henry Ryecroft* Gissing has penned a brief but loving tribute to the memory of his father: "Tonight I have taken down the volume, and the voice of so long ago has read to me again—read as no other ever did, that voice which taught me to know poetry, the voice which never spoke to me but of good and noble things."²

At the age of eleven he was considered to be a boy of brilliant promise. At twelve he was sufficiently skilled in Latin to attempt the composition of Latin verse, and was at the same time studying Greek, French, and German. At sixteen, when attending the University of Manchester, he had the reputation of being an extraordinary young scholar, for there he was unmatched for classical learning and carried off all the prizes. His teachers and fellow-students predicted a glorious future for him—scholarships to Oxford or Cambridge and a brilliant university career.

Then it happened—the catastrophe which wrecked his hopes and sent him into exile and disgrace. It was the fault as much of his own precociousness and the too-abrupt breaking of his ties with home as of the wretched greed of the girl who "like a destructive wind . . . had torn his heart, scorched his very soul, and destroyed him in the beginning of his life."³ His secure world slipped away from beneath his faltering feet, and he was cast adrift in a literally new world. He was in America, with little money, few acquaintances, and a small store of resourcefulness on which to draw.

Possibly this is not the place to wander off into a haze of con-

² "Winter XIX"; Modern Library edition.

³ *Private Life of Henry Mailland*, 60.

lecture about what might have happened had Gissing's character been made of tougher fiber, if he had had a more stubborn determination to "stick to his last" and achieve the niche that was so clearly meant to be his. But the temptation was too strong to be overcome. After he had passed through sundry more or less painful experiences, Opportunity again knocked tentatively at his door. He was at this time (1877) a teacher of French, German, and English in a high school in Waltham, Massachusetts. For his services he received eight hundred dollars a year—not a munificent salary, it is true, but more than sufficient for his needs. Some years later, in London, he had to eke out an existence for two on much less. Armed with the savings of two or three years of teaching, with his notable record at Manchester and the glowing recommendations that he certainly could have secured from his former teachers, he might have matriculated at Harvard and earned a degree, the "Open, Sesame" to a great career in the university.

There is no evidence that such an idea ever occurred to him. Within the year he had left Waltham and returned to England. The reason for this sudden change of scene is obscure. Was it a dislike for teaching, or a revulsion from the cruder aspects of the American scene? Of neither is there a hint to be found in his letters of this period. He had, in fact, seemed pleased with his position and happy in his surroundings. Perhaps the real cause was the restlessness of his troubled spirit, a nostalgia for the dear, familiar faces and places in England, or even a mistaken feeling of obligation toward the girl for whose degradation he felt himself to be, at least in part, responsible.

Back in England and with a profligate wife to be supported, he turned his attention to the problem of earning a living. Manual labor, the crafts, business were alike closed to him; his training made him fit only for writing and teaching. Thenceforth the classics could be to him only a beloved avocation, to be enjoyed at moments stolen from the toil of tutoring and scribbling. As lesser men turn to liquor for consolation, Gissing turned to Homer and Vergil, Gibbon and Shakespeare, Dante and Goethe.

When Gissing left Manchester in 1876, he already possessed considerable equipment for a scholastic career, and this increased

rather than diminished with the passage of years. At eighteen he could boast of reading Latin, French, and German as readily as English; he applied himself to the study of Greek with such success that in 1887 he could say: "I shall very soon have as tolerable a command of Greek as anyone who is not a professed scholar."⁴ Roberts says that he could read Aristophanes, "lying on a sofa . . . and rarely rising to consult Liddell and Scott."⁵

Gissing's love for scholarship was personal and appreciative rather than technical. He was annoyed, *par exemple*, at Wolf's hypothesis concerning Homer; for him the *Iliad* and the *Odyssey* were the work of one man who stood tall as the gods. He read widely in the classics: Vergil, Horace, Catullus, Tibullus, Cicero, Livy, Pliny the Younger, Apuleius, Lucian, Petronius, Marcus Aurelius; Homer, the Greek tragedians, Plato, Aristotle, Xenophon, Theocritus, Moschus, Diogenes Laertius, Athenaeus. Of them all he came back most frequently to Vergil, Catullus, and Horace among the Romans, Homer, Aeschylus, Sophocles, and Euripides among the Greeks. These were the indispensables.

Roberts speaks of his love for the tragedians: "There was no single play or fragment of Aeschylus, Sophocles, and Euripides that he did not know almost by heart."⁶

To hear him chant the mighty verse of the great Greeks who were dead, and yet were most alive to him, was always inspiring. . . . He knew a hundred choruses of the Greek tragedies by heart, and declaimed them with his wild hair flung back and his eyes gleaming as if the old tragedians, standing in the glowing sun of the Grecian summer, were there to hear him, an alien yet not an alien, using the tongue that gave its chiefest glories to them forever.⁷

It was Homer above all others whom he worshiped. "He has the world all fresh before him, and no fear of not being original. To read him is like standing in the light of sunrise and seeing the world renewed."⁸ In *Ryecroft* Gissing bewails the barrier of language:

I am wont to think that I can read Homer, and assuredly, if any man enjoys him, it is I; but can I for a moment dream that Homer yields me all his music,

⁴ *Letters of George Gissing*, arranged and collected by Algernon and Ellen Gissing: Boston, Houghton Mifflin (1927), 195. ⁵ *Private Life of Henry Maitland*, 295.

⁶ *Ibid.*, 297.

⁷ *Ibid.*, 102.

⁸ *Letters*, 181.

that his word is to me as to him who walked by the Hellenic shore when Hellas lived? I know that there reaches me across the vast of time no more than a faint and broken echo. I know that it would be fainter still, but for its blending with those memories of youth which are as a glimmer of the world's primeval glory.⁹

These passages must convey, far better than any words of mine, the passionate attachment of his heart and mind to the classics. There is little doubt that it sprang from a sensuous love of beauty, that it was emotional even more than intellectual.

Gissing's love for Greek meters was his nearest approach to interest in the technical aspect of scholarship. His absorption in them was so great as to amount to pedantry. Consider this passage in *The Private Life of Henry Mailland*:

We talked of rhythm and of Arsis or Ictus. Pyrrhics we spoke of, and trochees and spondees were familiar on our lips. Especially did he declare that he had a passion for anapaests, and when it came to the actual meters, Choriambics and Galliambics were an infinite joy to him. He explained to me most seriously the differences between trimeter Iambics when they were catalectic, acatalectic, hypercatalectic. What he knew about comic tetrameter was at my service, and in a short time I knew, as I imagined, almost all that he did about Minor Ionic, Sapphic, and Alcaic verse.¹⁰

Roberts tells also of his assumed scorn for those wretches who had never even heard of "the minuter differences between Dochmiacs and Antispasts."¹¹

There is also a passage in *New Grub Street* that illustrates his attitude perfectly. Reardon is asked by Biffen to scan a certain chorus in the *Oedipus Rex*. He reads it in choriambics. Whereupon the other bids him "treat them as Ionics *a minore* with an anacrusis, and see if they don't go better."¹² Pure pedantry, of course; it may seem ridiculous to the average reader of novels, but it is typical of Gissing's enthusiasm for the subject.

Such evidence shows learning in prosody remarkable in a layman. The average student of the classics has little more than rudimentary knowledge of Greek meters; Gissing's mastery of one of the most difficult branches of classical scholarship might have aroused the envy of a professional scholar.

⁹ "Summer xxvii"; Modern Library ed.

¹⁰ *Mailland*, 84.

¹¹ *Ibid.*, 79.

¹² P. 149; 1927 ed.

Dearest to Gissing of all pursuits was the study of ancient history. He was well read in historians of every language: "I shall go through all the standard works on general history: *e.g.*, Thirlwall's *Greece*, Arnold's and Niebuhr's *Rome*, Hallam, Guizot, Buckle, Gibbon."¹³ The last named he had venerated from his youth. "I would recommend Gibbon. The period he treats of is at the root of our modern civilisation. By looking back into the old world, and forward into the new, it embraces a most significant extent of time, and is rife with lessons."¹⁴ The passage in *New Grub Street* where Reardon tells of making three round trips of several miles each in order to buy and carry home a six-volume set of Gibbon on sale for six and six was taken directly from his own life. Gissing gladly walked those miles and cheerfully attenuated his thin purse to possess such treasure.

To Gissing the study of history was not the study of cold facts. He was, as we know, a lover of books, but "how much more he loved the past and the remains of Greece and old, old Italy, '*Magna Graecia*' proves to us almost with tears," says Roberts, referring to *By the Ionian Sea*.¹⁵ This was his great gift: a vivid sense of the past that made ancient history live for him, the mute stones of temples murmur the prayers of long-dead suppliants, the ruined theaters ring with the shouts of the factious mob.

I cannot get him [his brother, Algernon] to realise the gloriousness of seeing Italy, Sicily, and Greece, Rome, Athens, the Ionian Islands—countries where every spot of ground gives off as it were an absolute perfume of reminiscences and associations. Think of standing in the Forum, and saying to oneself: "Here on this very spot have Scipio and Sulla, Cicero and Caesar, Virgil and Horace, stood and talked; these very blocks of stone and marble have echoed to the noises of a Roman crowd and beheld the grandest scenes of all history."¹⁶

This, I truly believe, was his mission: to make the dim past live for us as it did for him. What a privilege to have explored with him the treasure-house of history and to have seen through his eyes "the glory that was Greece, the grandeur that was Rome"—the glory and grandeur that still exist for those who have the gift and the will to see. When I think of those excellent, well-meaning but

¹³ *Letters*, 41.

¹⁴ *Ibid.*, 43.

¹⁵ *Private Life of Henry Maitland*, 219.

¹⁶ *Letters*, 111 f.

unimaginative scholars who have made the classical languages synonymous with pedantry and boredom, I could almost weep at the loss to the classics, to all who love them and to all who might have loved them.

Out of all this wealth of mind and heart, we have a few passages from his novels, a few letters, a historical romance—written with fast-fading powers in the last few months of his life—and one magical volume, *By the Ionian Sea*, which is more truly Gissing than any other book he wrote or any book that has been written about him. From a few months in *Magna Graecia*, from his joys and sufferings there, from actual contact with the land and civilization in which he had his spiritual home, he wrought a work of love and art. Nowhere else did he display his natural genius so clearly; at no other time did words flow with such readiness from his pen.

Traces of his classical knowledge can be remarked in his novels. His style is formal, scholarly, and ornate: the sentences are balanced and constructed with painstaking care; he seldom uses an Anglo-Saxon word when a longer, Latin derivative is available; he will often employ words transliterated from Latin and Greek to express fine shades of meaning; he loves strange compounds and words of his own coining. He uses classical references in simile and metaphor for the most unlikely subjects; it adds strength and color to the impression for the reader who understands the reference. An old hat is a *petasus*, shouting girls are "maenads," the "slaves of industrialism don the *pileus*."

His style is cold, clear, even pellucid, but it never sparkles; wit, humor, and dramatic force are lacking. It has a subdued rhythm, the result of much Latin and more Greek, a rhythm that is slow and almost sad. Such elements as rhythmic prose, classical phrases and derivatives, etc. were not an accretion, not an artificial lacquer on his writings, but an essential part of a style that was completely his own. In other words, they were natural to him.

Not so easily traceable is the influence of scholarship in the spirit of his novels, but it is emphatically present.

I refer to his attitude toward modern society in general, and the lower classes in particular. He hated the world of industrialism and the extremes of wealth and poverty it had spawned. More specifi-

cally he despised the world in which he lived and of which he wrote: the London slums—dark mean streets of wet cobblestones, litter and refuse lying in the gutters, ugly brick tenements giving forth the distinctive odor of poverty and decay—a drab, cheerless blot threatened by a gray and lowering sky. From within it, like a horrid cacophony to ears attuned to the music of the ancients, rose the railing of angry harridans, the curses of weary men, the shouts of children playing in dirty, sunless courts, the wailing of sick babies.

All of it—the gaunt, bitter faces, the lean, toiling bodies, the filth, the crime, the injustice and sheer brutality of life—he saw, and makes us see. He looked at life and saw it shrouded in the gray fog of his own pessimism. For such as these there was no hope; they were the slaves of the modern world, with no chance of release and no active desire for it. They were the quarter-educated, the worse than ignorant.

What he thought of the masses is vividly illustrated in the chapter of *The Nether World* entitled "Io Saturnalia": vulgar, boisterous in their joys, loving whatever is tawdry and cheap, totally lacking in intellectual interests—an uncompromising picture, complete in every detail and entirely innocent of understanding. He judged the class by its externals; he never tried to discover, behind the ugly facade of poverty, the spirit of sacrifice, love, and kindness that beats in the heart of the poorest man. Their aims were not his, there was no basis for mutual understanding; in the midst of the untutored millions who lived on the banks of the muddy Thames he longed for a single friend who might dream with him of the wine-dark sea that Homer knew.

He could feel sympathy only for those who shared his ideals and who desired, however vainly, to rise above their poverty. From these he drew the main characters of his novels—men who are "well educated, fairly bred, but without money."¹⁷ That description fits George Gissing; his heroes are largely himself. Poverty keeps them in its inexorable grasp as it did him; it defeats their efforts to rise, it crushes their hopes for love and happiness, it keeps them toiling until work becomes torture. They never really

¹⁷ *Private Life of Henry Mailland*, 314.

expect to succeed; Life is against them. The reader must sit back and regard them with tears of pity in his eyes, but with impatience and angry despair in his heart. Gissing and his heroes were misfits in a competitive world; they made no effort to adjust themselves but retreated into an ivory tower made of books. "Keep apart, keep apart and preserve one's soul alive—that is the teaching for the day. It is ill to have been born in these times, but one can make a world within the world."¹⁸

The above remarks must not be construed as an indictment of Gissing's novels. Many of them are good, so critics have agreed; that some are great is little short of miraculous, when we consider that he should never have written fiction at all. He lacked the facility of the born story-teller. He "made" himself a novelist by dint of hard, heart-breaking work; writing, destroying, beginning a new novel, destroying that, reverting to the first, etc.—that was how he wrote. He believed that fiction was his metier; his letters leave no doubt of that: "If ever literature was a man's vocation, it is certainly mine. I feel that no amount of discouragement will make me cease writing."¹⁹ "I know very well that this alone is my true work, and it shall not be sacrificed to whatever exigencies."²⁰ Such declarations are impressive; literature was certainly his vocation, but fiction was not his proper medium. His best work was done under the stimulus of strong passion: *Born in Exile* and one or two more came forth as a terrible cry of anger and protest against modern civilization; but *By the Ionian Sea* and *Ryecroft* were the products of a deep and abiding love of books and the past. Gissing's merits as a novelist—originality of subject matter, lucid style, acute observation, and relentless reproduction of detail—outweigh his demerits of gloomy outlook and want of sympathy toward his characters; but the defects are there, and they must not be forgotten.

Just how much of Gissing's character as a novelist is the effect of scholarly training and how much the natural result of his native disposition is a moot question, and one that can never be answered. Probably the true solution is that it was his nature, but his nature bearing the imprint of his later classical studies. From his father

¹⁸ *Letters*, 169.

¹⁹ *Ibid.*, 57.

²⁰ *Ibid.*, 87.

he had inherited a love of literature in general, and this love was fostered by early home training. His classical studies made Gissing more like himself. On many boys of different character the classics have made little or no impression; only a sensitive, retiring, book-loving nature could be as thoroughly impregnated with the passion for literature as was George Gissing.

No doubt scholarship is responsible in great measure for his technical equipment as a writer, and here its influence is for the best. But it likewise made writing difficult for him: it refined his critical faculty, and the attainment of perfection became a passion with him. To it are due in some degree his social ideas—his hatred of the lower classes, his belief in class distinction, his ideal of bookish leisure and retreat from the everyday world. Gissing intellectually was an aristocrat and a strong individualist; classical literature was written for the aristocracy, for men of leisure by men of leisure.

Far more, however, can this point of view be traced to Gissing's character. I cannot believe that Gissing could have lived without literature, no matter what were the circumstances of his life; reading was as natural to him as breathing, books were more necessary than food. At the end of his life, he wrote the following words:

Who, more than I, has taken to heart that sentence of the *Imitatio*—*In omnibus requiem quaesivi, et nusquam inveni nisi in angulo cum libro?* I had in me the making of a scholar. With leisure and tranquillity of mind, I should have amassed learning. Within the walls of a college I should have lived so happily, so harmlessly, my imagination ever busy with the old world. . . . *J'ai passé à côté du monde et j'ai pris l'histoire pour la vie.* That, as I can see now, was my true ideal; through all my battlings and miseries I have always lived more in the past than in the present.²¹

²¹ *Private Papers of Henry Ryecroft*, Spring xvii; Modern Library ed.

NOTES

[All contributions in the form of notes for this department should be sent direct to Alfred P. Dorjahn, Northwestern University, Evanston, Ill.]

A NOTE ON MARTIAL VI, 82, 4-6

The usually accepted reading for these lines is:

"Tune es, tune," ait, "ille Martialis
cuius nequitias iocosque novit
aurem qui modo non habet Batavam?"

The difficulty here lies in the closing words; the reading and syntax have both been questioned. A clause of proviso normally calls for a subjunctive, though the indicative is quotable even from Ciceronian prose.¹ The archetype of L P Q f and W, as the Oxford critical text shows,² had *habebat avam*. The latter word is quite unintelligible; under *habebat*, the present writer suspects, may lurk an original present subjunctive *habeat*. As for *non*, its use, instead of *ne* in clauses of proviso, is readily instanced from the Silver-age prose of Seneca.³ Post⁴ has an interesting note on the reading, tracing its origin to a fusion of constructions. Of course there is no manuscript support for Ruhnken's conjecture of *Boeotam* (for *Batavam*), which Friedlaender⁵ declared to be patriotic (on Ruhnken's part) but *auch prosodisch schwerlich zulässig*. Stephenson,⁶ however, accepted this "as Schneidewin's excellent emendation in his second edition for the unintelligible *Batavam*" citing in support of his reading Horace, *Ep.* II, 1, 244. The established text, however, must stand, since no real alternative can be forthcoming. Further, a fully satisfactory explanation of its meaning is available.

¹ E.g., Cicero, *Cat.* 4, 8, 16; *Pro Flacco* 27, 64.

² W. M. Lindsay, *M. Valerii Martialis Epigrammata*, "Oxford Classical Texts": Oxford (1902).

³ E.g., Seneca's *Letters to Lucilius* 54, 6; 56, 5. Cf. W. C. Summers, *Select Letters of Seneca*: London, Macmillan and Company (1932), LXIII.

⁴ E. Post, *Selected Epigrams of Martial*: Boston, Ginn and Company (1908), 163 f., *n. ad loc.*

⁵ Ludwig Friedlaender, *M. Valerii Martialis Epigrammaton Libri*: Leipzig (1886), I, 468, *n. ad loc.*

⁶ H. M. Stephenson, *Selected Epigrams of Martial*: London, Macmillan and Company (1880), 308, *n. ad loc.* Cf. A. L. Francis and H. F. Tatum, *Martial's Epigrams: Translations and Imitations*: Cambridge, at the University Press (1924).

Translators and editors⁷ agree that Martial here stigmatizes the Batavians as being barbarian in regard to literary and aesthetic taste, but offer no adequate reason for his so doing. One well-known American edition⁸ surmises that the sneer at them is due to the fact that the Batavians revolted in the brief reign of Vitellius, in A.D. 69. We can readily concede that Martial here might scoff at them without any thought of that act of disloyalty and, again, if that revolt animated his attack, he could, being an epigrammatist and not an historian, indulge his whim without remembering any of the services the Batavians had rendered to the Romans at the metropolis and elsewhere.⁹ It is, however, extremely unlikely that Martial would in a book of epigrams on current topics publish in A.D. 90 a piece based on something that occurred twenty years earlier. The reason for the aspersion must be of a more recent date and, as we know Martial, must be, if possible, related to his personal interests.

This ambitious Spaniard may have discovered very early in his stay at Rome that the Batavians as well as other soldiers in the capital, whether in the Imperial Guard¹⁰ or not, were, to say the

⁷ E.g., H. G. Bohn, *The Epigrams of Martial translated into English Prose*: London (1860); *Martial: The Twelve Books of Epigrams*, translated by J. A. Pott and F. A. Wright, "The Broadway Translations": London, Rutledge and Sons; Walter C. A. Ker, *Martial: Epigrams with an English Translation*: London, William Heinemann (1919); R. T. Bridge and E. D. C. Lake, *Select Epigrams of Martial*, Vol. 1: Oxford, Clarendon Press (1908), n. ad loc. (p. 122 in notes); H. M. Poteat, *Selected Epigrams of Martial*: New York, Prentice-Hall (1931), 189, n. ad loc.; Paul Nixon, *A Roman Wit, Epigrams of Martial*: Boston, Houghton, Mifflin and Co. (1911), 43 f.

⁸ Cf. E. Post, *op. cit.*, 163: "The revolt of the Batavi during the reign of Vitellius had not been forgotten."

⁹ Their exploits begin in the time of Julius Caesar. Only a few can here be referred to. Lucan (I, 431 f.) speaks of their service with Caesar in the Civil War; Tacitus (*Agr.* 36) writes of their valuable work in Britain, where three cohorts of them fought. In *Hist.* iv, 12 he sets out their services and record in introducing the story of their revolt, and in *Germ.* 29 he touches again on their excellent record. Dio Cassius (60, 20 f.) deals with Germanic aid to Plautius in Britain (A. D. 43). Their ability to swim across turbulent streams in full armor is emphasized by these writers, as in Dio Cassius (69, 9, Epitome), where Hadrian's Batavian cavalry swim the Ister under arms.

¹⁰ Dio Cassius (55, 24) refers to an Imperial body of select Batavians at Rome as early as A.D. 5; he refers to this Germanic group again and again, e.g. in 56, 23 (A.D. 9); in 59, 30 (A.D. 41.); in 60, 28 (A.D. 46); in 64, 17 (A.D. 69). Suetonius (*Calig.* 43) speaks of the Batavian bodyguard of Caligula.

least, favorable neither to literature in general nor to his epigrams in particular. Indeed, he might easily look on them as fellow-provincials who had already attained to the imperial interest and favor that he longed to enlist for himself. Martial found at first that the entire *Martia turba*¹¹ at Rome was scornful of his verse. This consideration, though it has the merit of supplying a personal motive for Martial's antipathy for the Batavians, is not cogent enough.

In A.D. 84 or 85 Martial published Book XIV. In it appear some epigrams, trivial in themselves, but of considerable importance for the matter in hand, because they bespeak an interest in the Batavi and their kinsmen the Chatti and the Mattiaci, and indicate that the red-haired Batavian had become established as the typical northerner in the metropolis.¹² This interest in the Batavians is significant when we recall that it was precisely in A.D. 84 that Domitian campaigned against them and the Chatti. In other words, they were in vogue at Rome, and the opportunist Martial seizes upon them as subjects for epigrams. Suetonius¹³ makes it clear that Domitian's campaign against them was uncalled for, and Tacitus¹⁴ asserts that the unjustified triumph over them was a laughing-stock. This was all the more reason why poet-flatterers should extend themselves in sounding Domitian's praises for his northern victory. Silius Italicus¹⁵ does so in lines imbedded in his general adulation of the Flavians; he praises Domitian beyond both his father and brother, and significantly adds that Domitian, though a mere lad, inspired dread in the golden-haired Batavi. Martial¹⁶

¹¹ Cf. Martial I, 3, 4-6. In v, 19, 5 Martial uses the same expression but in a complimentary way.

¹² Cf. Martial XIV, 176 and 26; VIII, 33, 20; v, 37. Cf. Pliny, *N.H.* XVI, 177.

¹³ Suetonius, *Dom.* 6: *sponte in Chattos.*

¹⁴ Tacitus, *Agr.* 39: *derisui fuisse . . . formarentur.* In *Germ.* 37 he sneers at the same triumph: *triumphati magis quam victi sunt*, yet earlier (*ibid.*, 29) he admits the campaign extended the Roman frontier in the north. It is to the Batavi as the northernmost part of the empire that Juvenal (*Sat.* VIII, 51 f.) refers: *domitique Batavi / Custodes aquilas armis industrius.*

¹⁵ Silius Italicus III, 594-629. In 607 f. he says of Domitian:

At tu transcendes, Germanice, facta tuorum

Iam puer auricomo praeformidate Batavo.

¹⁶ Martial II, 2, where he says (vs., 6), *Quae datur ex Chattis laurea, tota tua est* (presumably on the fiction that the Emperor does everything achieved under his auspices).

similarly praises Domitian's conquest beyond his brother's achievement, though the latter was aided by Vespasian, and gives him the whole and sole credit for the overthrow of the Chatti; he incidentally suggests that Domitian, in his boyhood, earned the title Germanicus¹⁷ (i.e. in A.D., 70 after the subjugation of the Batavian revolt under Civilis). But obviously neither Silius nor Martial could play up that earlier northern participation of Domitian: all he did at that time was to accompany Mucianus, by a roundabout route, only as far as Lugdunum, when the revolt was already waning.¹⁸ With Domitian's campaign in 84 it was a different matter. Even as early as that year Martial alludes to Domitian's title Germanicus. Now we know from a reliable source¹⁹ that Domitian did not assume this favorite title until he attained to imperial dignity, after the campaign in the north against the Chatti and the Batavi. This virtual concurrence of the campaign and the accession of Domitian gave the court poet an excellent opportunity to earn the Emperor's favor. Accordingly, from this date until the murder of Domitian in A.D. 96 there flows from Martial a nauseating stream of adulation for this conqueror of the Rhine, and in that general flood the present passage falls into its proper place. Martial knows better than to attack the Batavians on their military record—that would have been futile and fatuous—but he does attack them at a point where they were perhaps vulnerable, viz., their lack of literary appreciation. (Yet on his own showing, just a few years later,²⁰ Martial boasts that even frontier soldiers eagerly read his epigrams; and surely from Martial's own point of view that would argue good literary taste!) The fact that Martial covers his attack on the Batavians with a cloak of anonymity²¹ suggests that he did not accept the onus of making it. It will not, however, save Martial from censure to cite the evidence of Tacitus.²² All that the latter says in this connection is that the Mat-

¹⁷ *Ibid.*, 2, 3 f.: Nobilius domito tribuit Germania Rheno,
Et puer hoc dignus nomine, Caesar, eras.

¹⁸ Tacitus, *Hist.* iv, 85 and 68. ¹⁹ Frontinus, *Strat.* ii, 11, 7.

²⁰ Martial xi, 3 (published A.D. 96): Martial boasts that his book is thumbed amid Getic frosts, near martial standards, by the stern centurions. The Batavians, as a warrior-caste, long familiar to Roman service, would approximate these. ²¹ Martial vi, 82, 1.

²² Tacitus, *Germ.* 29: Cetera similes Batavis, nisi quod ipso adhuc terrae suae solo et caelo acrius animantur.

tiaci, due to climatic conditions, are of a livelier disposition than the Batavi. It may have been knowledge of this passage in Tacitus that seemed to give support to the conjecture of *Boeotam* (for *Batavam*) noticed above. The dullness of the Boeotians was a commonplace in Greek and Latin literature.²² So too the citizens of Abdera²⁴ were cited as proverbial simpletons. There is no similar evidence on record against the Batavi.

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GLANDES PLUMBEAE

A recently published document coming out of the present war offers a curious parallel to ancient warfare. It is the diary of a bomber pilot in the *Luftwaffe*.¹ This diary, whose writer is a prisoner in Canada, was smuggled out of Germany and published here before December 7, 1941 as a commentary on the attitude of an average Nazi soldier toward the war. The writer in an item dated about August 31, 1940 says:²

The ground crew are amusing themselves. Not the whole crew, but the ones who load the bombs into our ships. They paint them now. That is, they paint inscriptions on them. At first they just painted "Gut Rutsch!" (Happy landing!). But recently they have become more ingenious. Now they put real addresses on the eggs. I have seen some addressed to Buckingham Palace, some to St. Paul's Cathedral or to the Houses of Parliament. But most of them are just addressed to Churchill, or to Eden or Duff Cooper or the King. The adjectives applied to those gentlemen aren't exactly flattering.³

These messages painted on bombs have a parallel in inscriptions on ancient lead slingbullets (*glandes plumbeae*). *Ballistae*, *catapultae*, and *onagri*, the heavy artillery of the classical world, never replaced the simpler forms of hurling missiles, since stone-throwers

²² Generally in contrast with the Athenians; usually attributed to the difference in climate. Even Pindar (*Ol.* vi, 90), himself a Theban, could jest about the *θωαρία βρ.*

²⁴ They were the "Gothamites of Antiquity"; cf. Democritus xvii, 23; Cicero, *Ad Att.* vii, 7, 4; Martial x, 25, 4. Juvenal (*Sat.* x, 49 f.) says that Democritus was an exception to that general stupidity which they suffered from living *crasso sub aere*.

¹ Gottfried Leske, Flight Sergeant in the *Luftwaffe*, *I Was a Nazi Flier*, edited by Curt Reiss: New York, the Dial Press (1941).

² *Ibid.*, 155. Many of the items were undated, but the editor assigned approximate dates; cf. p. 15 in the Foreword. ³ *Ibid.*, 157 f.

(*libratores*) and slingers (*funditores*) are found early and late in classical times.⁴ Lead pellets, oval but pointed at both ends and cast from a mold, were often used. Many were plain but some were inscribed with letters in relief which had been incised in the wet clay of the mold.⁵ Among the Greeks these inscriptions usually took the form of the name of the maker, the general, or the nation fighting.⁶ Some of them, however, contained inscriptions addressed to the enemy. One from Olynthus is inscribed αἰσχρὸν(ν) δῶρο(ν), "an unpleasant gift."⁷ Others are sarcastically inscribed τρωγάλιον, "a sweetmeat"; τρῶγε, "eat this"; πρόσεχε, "hold this too"; δέξαι, "take this"; or λαβέ, "seize this."⁸ An unusual specimen represents the cry of the man hit: παπα, "ouch."⁹

Similar slingbullets were used by the Romans in the time of the late Republic and early Empire. Many of them have inscriptions which are similar to those on Greek examples.¹⁰ Of those which have messages addressed to the enemy four found at Asculum date in 90–89 B.C., when Cn. Pompeius Strabo was besieging it: *Asc(u)-lanis* | [*d*]on(o), "a gift for the people of Asculum";¹¹ *feri Pic(entes)*, "strike the Picenes";¹² *fugitivi* | *peristis*, "runaways, you are

⁴ Tacitus twice links *funditores* and *libratores*: *An.* ii. 20. 4 (in a campaign of Germanicus in A.D. 16); xiii. 39. 5 (in a campaign of Corbulo in A.D. 58). They appear together in a scene on Trajan's column: C. Cichorius, *Die Reliefs der Traianssäule*: Berlin (1896–1900), Plate XLVII, fig. 167.

⁵ Cf. Fougères in Daremberg et Saglio, *Dict.* ii, 2, 1608–1611, s. v. *glans*.

⁶ Cf. D. M. Robinson, *Excavations at Olynthus*, Part X: Baltimore (1941), pp. 418–443 (many examples including 101 inscribed slingbullets).

⁷ *Ibid.*, p. 421, no. 2176, Plate CXXX.

⁸ Cited by Fougères, *loc. cit.*, 1610 f., and Robinson, *loc. cit.*

⁹ Macedonian for παπα (Robinson, *loc. cit.*). It was published by Bates, *AJA* xxxiv (1930), 44 f., who read παπα[?] and suggested in a note that the Macedonians may have said παπά.

¹⁰ The inscriptions have been collected and elaborately published by C. Zangemeister, "Glandes plumbeae Latine inscriptae," *Ephemeris Epigraphica* vi: Berlin (1885). Cf. also *CIL* i², 2, pp. 559–564, nos. 847–888; ix, pp. 631–647; x, 8063. For forged examples cf. Zangemeister pp. 88–142; *CIL* ix, pp. 35*–48*.

¹¹ Zangemeister no. 11 = *CIL* i², 2, 859. The reading of the second word is considered doubtful by Zangemeister.

¹² Zangemeister no. 12 = *CIL* i², 2, 860. This is a little uncertain since three other letters are on the bullet. Mommsen with hesitation suggests: *feri Pic(entes, glans, quae venis)* α | [*R*]om(anis).

doomed";¹³ *em tibe* (= *tibi*) | *malum* | *malo*, "an evil to you who are evil."¹⁴ Another found at Apsorus was addressed to the besieged: *pertinacia* | *vos radicitu[s]* | *tol(l)et*, "our persistence will destroy you utterly."¹⁵

The parallel to the modern illustration is closer when the leader of the enemy is mentioned as *feri* | *Pomp(eium)*, "strike Pompeius," referring to the besieger of Asculum.¹⁶ In the Perusine war L. Antonius and Fulvia, brother and wife of M. Antonius, were besieged at Perusia in 41–40 B.C. by the young Caesar (*i.e.* Octavianus). After Caesar had encircled the city Antonius tried to break through the outer fortifications. Appian says: "Some brought up scaling ladders, some siege towers. And they defended themselves with stones, arrows, and lead slingbullets with great scorn of death."¹⁷ These slingbullets were used by both sides in the siege. One contains the inscription: *L. Antoni calve*, | *peristi* | *C. Caesarus(sic) victoria*, "bald L. Antonius, you are doomed by the victory of C. Caesar."¹⁸ One naming Fulvia¹⁹ and another naming L. Antonius and Fulvia,²⁰ as well as one naming Octavianus,²¹ are couched in indecent language. Another says *Octavi* | *lax*, "the fraud of Octavius."²² There is added insult in the last two inscriptions. Caesar's friends called him *Caesar* as in the first Perusine bullet above, his enemies *Octavius* or *Octavianus*.²³

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¹³ Zangemeister no. 13 = *CIL* I², 2, 861. This may have been addressed by the Romans to the Italians, or have been an Italian reference to *libertini* serving with the Romans.

¹⁴ Zangemeister no. 27 = *CIL* I², 2, 875. *Malum* = *glans plumbea*.

¹⁵ Zangemeister no. 109 = *CIL* I², 2, 887.

¹⁶ Zangemeister no. 9 = *CIL* I², 2, 857.

¹⁷ Appian, *B.C.* v, 36, 148. ¹⁸ Zangemeister, no. 64.

¹⁹ Zangemeister no. 56: *Fulvia* | [*la*]ndicam | *peto*.

²⁰ Zangemeister no. 65: *L.A(ntonii) calve* | (*et*) *Fulvia*, | *culum pan(d)ite*.

²¹ Zangemeister no. 58: *pet[o]* | *Octavia(ni)* | *culum*.

²² Zangemeister no. 61; cf. no. 62.

²³ Cf. T. Mommsen in *CIL* I, 683 and M. P. Charlesworth in *CAH* x (1934), p. 17 and note 2. For Cicero's usage cf. Tyrrell and Purser, *The Correspondence of Cicero*, vi²: Dublin (1933), p. 374.

BOOK REVIEWS

[Review copies of classical books should be sent to the Editorial Office of the JOURNAL at Washington University, St. Louis, Mo. Such works will always be listed in the department of Recent Books, and those which seem most important to the readers of the JOURNAL will also be reviewed in this department. The editor-in-chief reserves the right of appointing reviewers.]

SYME, RONALD, *The Roman Revolution*: New York, Oxford University Press (1939). Pp. xi+568. \$7.00.

This is a history of the downfall of the Roman Republic and of the establishment of the Principate, written from a point of view which may be novel to English-speaking students, though not to students acquainted with recent foreign studies of the period. Its chief value is that it makes available in English the recent work of Gelzer, Levi, Münzer, Premerstein, Stein, and other foreign scholars listed in the Bibliography, together with the contributions made by the author himself in numerous papers.

The thesis of the school which Syme represents is stated on page 11:

The political life of the Roman Republic was stamped and swayed, not by parties and programmes of a modern and parliamentary character, not by the ostensible opposition between Senate and People, *Optimates* and *Populares*, *nobiles* and *novi homines*, but by the strife for power, wealth, and glory. The contestants were the *nobiles* among themselves, as individuals or in groups, open in the elections and courts of law, or marked by secret intrigue. As in the beginning, so in its last generation, the Roman Commonwealth, "*res publica populi Romani*," was a name. . . . Noble families determined the history of the Republic.

Syme and his masters have unquestionably added to our understanding of the course of Roman politics by their prosopographical studies; but it cannot be conceded that the result has been as revolutionary as they are apt to claim. To reduce the whole story of the

Roman Republic to a series of clan rivalries is surely to go too far. For instance, the suggestion (p. 60), for which Münzer was originally responsible, that "the reformer Ti. Gracchus was put up by a small group of influential consulars . . . hostile to the Scipios" is surely a *reductio ad absurdum* of the theory. Tiberius Gracchus was hardly a man to be "put up" by anybody. Moreover, he was related to the Scipios and a member of their circle; and the proposal which he put forward was first suggested by Laelius, a member of that circle. Finally, that proposal dealt with a very real problem which faced the state; and the opposition to the senatorial oligarchy which grew out of its rejection remained a very real issue down to the end of the Republic. Individual ambition or family affiliations may at times have helped to determine the side which a given politician took on that issue; but the course of events was determined at bottom, not by alliances and conflicts between individuals and families, but by fundamental causes, such as the inefficiency of oligarchic government, the rise of a professional army, the unrepresentative nature of the comitia, and other forces which the older scholarship so well set forth. *Pace* Syme (p. 4), there was "an inevitability of events"; and it is no answer to say that the agents "did not know the future." When, with Premerstein, Syme traces the beginning of the Principate of Augustus to the oath sworn to him (Premerstein says, as a party leader, not as general) by Italy and the western provinces in 32 B.C., he is perhaps nearer the truth; for the Principate was at bottom a personal supremacy. The importance of that oath, however, can easily be overestimated. There is absolutely no evidence that it was ever repeated in Augustus' time; and to represent the Principate as an acknowledged *Führerschaft*, and to trace the powers which Augustus exercised to such quasi-legal "leadership," is to simplify unduly that protean political phenomenon.

Age has its dangers no less than youth; and that applies no less to historical problems than to people. Students of old problems are always tempted to exalt some detail which their predecessors seem to them to have overlooked or to have undervalued, until they distort the picture. In fields where the available material has already been pretty thoroughly digested a new interpretation is,

therefore, not necessarily a better one, and can be evaluated only by those who are familiar with the generally accepted results. To the present reviewer this book of Syme's appears to be a case in point. It can hardly be recommended to the uninitiated.

This is not to say that it is without value. Syme's comprehensive assemblage of all that can be known or guessed as to the personal histories of even the minor actors is of itself a contribution. Not merely does it enable us to discern side-eddies in the movement of events, but it helps to define more clearly the social classes which supported Caesar, Antony, and Augustus. Syme also contributes many criticisms of current views, particularly in matters of detail, which are always suggestive, if not always convincing. In a word, it is a book which a special student of the period cannot afford to neglect.

DONALD MCFAYDEN

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COUCH, HERBERT NEWELL, *Classical Civilization: Greece*: New York, Prentice-Hall, Inc. (1940). Pp. xxix+577. \$3.50.

This book is a result of Professor Couch's experience in teaching the Greek half of a course in Classical Civilization at Brown University. The material had been published several years ago by the lithoprint method, so that the present edition enjoys the advantage of careful revision based on classroom use.

The aim of the author, as stated in the Preface, is "to present a proportioned picture of the enduring qualities of ancient Greek civilization." Purely historical material is not neglected, but is included primarily to provide a background for cultural developments.

Since the book will be of special interest to teachers who may consider using it either as a text or for supplementary reading, I give a list of the chapter headings and of the number of pages in each chapter. This list will not only provide a brief outline of contents but will also give some idea of Mr. Couch's conception of "a proportioned picture." The Roman numerals refer to the chapters, the Arabic numerals in parentheses to the pages.

I. "The Physical Geography of Greece" (1-22). II. "The Peoples

of Greece; their Festivals" (23-35). iii. "The Minoan-Mycenaean Culture" (36-69). iv. "The Homeric Poems" (70-93). v. "The Settlement of Greece" (94-106). vi. "Social Discontent in Athens, 632 B.C. to 510 B.C." (107-118). vii. "Sculpture in the Archaic Age" (119-134). viii. "The Poetry of a Transitional Society" (135-155). ix. "The Birth of Scientific Enquiry" (156-173). x. "From Cleisthenes to the End of the Persian Wars, 510 B.C. to 479 B.C." (174-194). xi. "Herodotus" (195-201). xii. "Athens during the Early Fifth Century" (202-210). xiii. "Greek Tragedy: Aeschylus" (211-230). xiv. "Sophocles and Euripides" (231-252). xv. "Architecture: The Temple and the Theatre" (253-279). xvi. "The Sculpture of the Fifth Century" (280-313). xvii. "Greek Arts and Crafts" (314-349). xviii. "The Late Fifth Century, 431 B.C. to 404 B.C." (350-361). xix. "Thucydides, Xenophon, and Aristophanes" (362-386). xx. "Transitional Philosophy: the Sophists and Socrates" (387-396). xxi. "The Struggle for Leadership in the Fourth Century; the Emergence of Macedon" (397-412). xxii. "The Sculpture of the Fourth Century, 404 B.C. to 323 B.C." (413-436). xxiii. "Literature in the Fourth Century: Oratory and Middle Comedy" (437-452). xxiv. "The Humanistic Philosophers: Plato and Aristotle" (453-470). xxv. "From Alexander the Great to the Founding of Constantinople, 323 B.C. to 330 A.D." (471-485). xxvi. "Literature under Alexandrian Influence, 323 B.C. to 146 B.C." (486-498). xxvii. "Hellenistic and Graeco-Roman Sculpture" (499-520). xxviii. "The Close of Greek Letters" (521-536).

The writing of a book of this kind is a formidable task. No man can hope to be master of all the fields that must be included; consequently there is bound to be some degree of unevenness. Furthermore, the severe limitations of space offer a direct challenge both to the author's judgment in the selection of his material and to his ability to compress, summarize, and generalize without becoming obscure or misleading. Every word must be weighed carefully. In view of all these difficulties Mr. Couch has succeeded remarkably well in presenting a clear and well-balanced picture of the Greek achievement. Presumably the author's own major interests are reflected in the superior quality of the chapters on art and archae-

ology. Hardly less successful are most of the chapters on literature. Sometimes, however, the reader is uncomfortably conscious of lack of space, as in the treatment of the lyric poets. Mr. Couch has partially overcome this difficulty by the judicious use of quotations in accurate prose translations of his own making. The chapters dealing with strictly historical matters must have been among the most difficult to write. Here especially the author needs all his skill to avoid on the one hand an excessive amount of factual detail and on the other a series of more or less vague generalizations. For the most part Mr. Couch has dealt wisely with this problem, but in one or two cases his treatment seems to me to suffer from too much compression. Chapter v, for example, in slightly less than thirteen pages covers these subjects: "The Transition to Hellenic Society," "The Greek Invasions," "The Age of Colonization," "Experimentation in Government," "The Institution of Kingship," "The Rise and Fall of Tyranny," "Oligarchy and Democracy," "Early Sparta," and "Early Athens."

Mr. Couch is to be congratulated on the accuracy with which he expresses himself. I have found only a few misleading or erroneous statements, most of them, significantly perhaps, in the latter part of the book. Only the more important of these can be mentioned here.

Page 373. "With the death of Sophocles and Euripides in 406 B.C. Athenian tragedy had come to an end. Another type of drama had arisen. This was comedy." This sentence might easily create a false impression in the mind of the student.

Page 452. "The characteristics of Diphilus and Philemon can be studied, not only in extant fragments, but in the complete Latin plays of Plautus and Terence, which were translated or adapted from original works of these writers of Greek Middle Comedy." But Diphilus probably, and Philemon surely, should be classed with the writers of New Comedy. More serious is the misleading reference to Plautus and Terence, who translated and adapted their plays almost entirely, so far as we can determine, not from the poets of Middle Comedy, but from the poets of New Comedy. In his brief account of New Comedy (pp. 496 and 498) Mr. Couch does not mention Plautus and Terence.

Page 480. The date of the battle of Pharsalus is given as 49 B.C. instead of 48 B.C.

Page 488. "His [Callimachus'] *Lock of Berenice's Hair* is among the best known of his poems, largely because the Alexandrian stiffness has been perpetuated in Alexander Pope's English adaptation of the poem, *The Rape of the Lock*." This sentence would lead the reader to believe that Callimachus' poem is still extant and was familiar to Alexander Pope. There is no mention of Catullus.

But on the whole the book is a reliable guide, both accurate and dependable. Furthermore, Mr. Couch has no pet theories or prejudices to distort the picture. His approach is sane and temperate, and his lucid style makes pleasant reading.

There is a detailed Table of Contents, a list of illustrations, a map of Greece, a list of references giving the sources of the quotations, a selected Bibliography with a brief estimate of each title, and an Index.

The quality of the 153 illustrations is remarkably uneven. The drawings by Miss Dorothy I. Chubb are uniformly well done and well reproduced, but the reproductions of the photographs vary from good to extremely poor. This fact detracts from the value of the chapters on art, especially in the field of sculpture.

The publishers deserve high praise for an excellent and attractive piece of book making, and the text is distinguished by the absence of misprints and formal blemishes.

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DEMOSTHENES, *Private Orations*, With an English Translation by A. T. Murray, Vols. II and III, "Loeb Classical Library": Cambridge, Harvard University Press (1939). Vol. II. Pp. vii+419; Vol. III. Pp. viii+451. \$2.50 each.

These two volumes contain Speeches XLI-LIX of the group of orations which have come down to us under the name of Demosthenes. The text is that of Blass (Teubner) with a few changes and the removal of some brackets and bracketed words. The translation is faithful but it does not have the rhythmic smoothness of the

older version of C. R. Kennedy; accordingly, it is somewhat more difficult to read.

Each speech is prefixed with an introduction summarizing the antecedents and subject matter and briefly explaining the legal issue involved in the action. In the inheritance cases family trees are given showing the often complex relationships between the principals. In the footnotes there are short explanations of various matters connected with geography, history, public and private life, and also more precise notes on some of the legal points which, if taken in connection with the information in the introductions, will safely guide the general reader through the peculiar technicalities of Athenian legal procedure. In regard to the authenticity of the individual orations, with the exception of a few remarks in some of the introductions, the translator wisely refers the reader to Blass and Schaeffer. Such technical matters are of no interest to the average reader and student of Greek life. Even if Demosthenes did not write each one, all the speeches belong to approximately the same time and reflect the same phase of Greek civilization.

The chief value and interest in these speeches is not so much the mere legal processes which produced them as the vivid picture of Athenian life in the fourth century. We see the Athenians as real people, dealing with the problems close to themselves. The wealth of the material on Greek private life is amazing. We have birth, adoption, childhood, death, wills and estates; business, money and banking, silver mines; trade and commerce. There is no end to this interesting list, and perhaps most interesting of all is the vast amount of information on the Athenian woman, marriage, dowry, divorce, heiresses, wives, and prostitutes.

These volumes are not indexed, but I hope that the fourth and final volume of the *Private Orations* will contain a full index with ample reference to the economic and private life of the Athenians. In this way alone the abundance of material contained in these speeches can be made really available.

JAMES F. CRONIN

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A Greek-English Lexicon, compiled by Henry George Liddell, D.D., 1811-1898, Dean of Christ Church, and Robert Scott, D.D., 1811-1887, Master of Balliol College, Dean of Rochester; A New Edition, Revised and Augmented throughout by Sir Henry Stuart Jones, D. Litt., 1867-1939, Fellow of the British Academy, Camden Professor of Ancient History, Fellow of Trinity and Brasenose Colleges; with the assistance of Roderick McKenzie, M.A., 1885-1937, Fereday Fellow of St. John's College; and with the co-operation of many scholars. Part 10: *τραγέιν-νῶδης*. With preliminary matter and Addenda and Corrigenda to the complete work: New York, Oxford University Press (1940).

The last fascicle of this monumental work, completed under extraordinary difficulties, contains 233 pages of text. The addenda et corrigenda of earlier fascicles, amounting to 68 pages, are reprinted in order. It is very regrettable that neither the editor nor the assistant editor lived to see the work completed. But Sir Henry Stuart Jones lived to see the end in sight. The *Lexicon* is arranged so that it can be bound in two parts if desired. The first part contains xlviii + 1020 pages, the second, 1090. If these two were bound together the volume would contain 2169 pages. In course of time the first few pages in such a bulky book would surely be more likely to be crumpled than in the smaller volumes.

One of the meanings given for *εἶθυνα* is "chastisement" but neither in the original article nor in the corrigenda does one find a reference to *IG*, I², 39.70 where *εἰθύνas* undoubtedly means "punishments." It follows that in Thucydides I, 95 *ἡθύνθη* means "punished" as both Classen and Jowett translate it.

R. J. BONNER

HINTS FOR TEACHERS

[Edited by Grace L. Beede, University of South Dakota, Vermillion, S. D. The aims of this department are threefold: to assist the inexperienced teacher of Latin, to help the experienced teacher keep in touch with matters of interest to the professional world, and to serve as a receiving center and distributing point for questions and contributions on teaching problems. Questions will be answered by mail or in the pages of this department. Contributions in the form of short paragraphs dealing with projects, tests, interest devices, methods, and material are requested. Anything intended for publication should be typed on stationery of regular size. All correspondence should be addressed to the editor of this department.]

"... And Besides, Latin Is Fun": Making Latin Serve Modern Minds

The following article is an abstract of one of the reports of the Stanford Language Arts Investigation prepared during a three-year program carried on by twenty-three schools, 151 teachers, and some 10,000 children. Complete reports of the Stanford Language Arts Investigation are now in press and will be available in two volumes, *Foreign Languages and Cultures in American Education* and *English for Social Living*.¹

"May I come in?" An attractive, alert young woman smiled a greeting from the doorway of my classroom.

"Just the one for that lively A-10 class next semester," I thought, for I knew that she was a student-teacher who had come to observe my classes. After seating her comfortably beside my desk, I began to explain part of what she would need to know in order to understand what the classes were doing:

"Most of the students in the Latin classes come from excellent homes. They have traveled widely; they own good books; they hear discussions of current problems at home. One can count on keen intellectual interest from most of them. There are also some Orientals and Mexicans. It is our task to help these students acquire knowledge of the foundations of a culture foreign to them. They

¹ Walter V. Kaulfers, Grayson N. Kefauver, Holland D. Roberts, editors: New York City, McGraw-Hill Book Company.

are Americans by birth. We must aid their English and social-studies teachers in giving them insight into ways of thinking different from those which they learn at home. The classical heritage must now be theirs as much as ours.

"The first class you will visit is a combined class consisting of fifteen Latin I and twenty Latin II pupils. We are emphasizing word study because the students are interested in applying every bit of Latin they can to increasing the scope and accuracy of their knowledge of English. Their first reading lessons make use of the obvious relations between Latin and English words so that they may begin to read at once without being burdened by a strange vocabulary. This has stimulated their interest in word study. On the bulletin board are some charts which they have made to illustrate the development of Latin roots into many English words. Students enjoyed finding the great number of English words derived from a given root. You will notice that each chart is accompanied by sentences in which the English words are used. The students realize that the final step in this study is the improvement of their own store of English words.

"Yesterday we did an exercise on the formation of English words from the Greek root *graph*, with such prefixes as *photo-* and *phono-* and such suffixes as *-er*. The exercise was prepared by the Stanford Language Arts Investigation. Today we shall work on a somewhat similar exercise based on Latin roots, prefixes, and suffixes.

"But there's the bell. Sit here where you can see the students' faces. At the end of the period we'll discuss what has been done."

"Well, they did rather well, don't you think? What did you notice first during the lesson?"

"The interest with which the class read the story of Damocles. It seemed to be new to almost all of them."

"Perhaps they like it because we are concerned with reading for meaning. Most of the reading we do is at sight. We try to make the subject matter of the reading exercises significant to the pupils. There are no unrelated nonsense sentences in our work. During the first year we try to make the pupils familiar with those ancient stories, legends, and historical events that have become a

part of the heritage of educated people in the Western World because these things are firmly woven into the web of the language of the kind of books these boys and girls will read.

"They learned the syntax of relative pronouns through the relation of the Latin rule to their difficulties with 'who' and 'whom.' I wanted to laugh at the loud sigh of relief with which Pete burst out, 'Well, I'm glad that's settled. My mother is always correcting me about "who" and "whom," and I never did know what to say.'"

"I was relieved when you worked on grammar because I was afraid this new kind of teaching I'd heard about would make the course all cultural background and forget about the language."

"This isn't really a new kind of teaching. We're only emphasizing what some Latin teachers have always done and have wanted to find more time for. We aren't neglecting language, for we think that language experience is an important factor in the education of these pupils. But we do try to connect the language experience with the communication of significant ideas instead of using it only to illustrate principles of syntax.

"The next class you are to see is a B-10 class, one of the most remarkable groups I have ever had. Here is the list of I.Q.'s: 156, 149, 145, 142, 136, 135, and many others over 120.

"It is remarkable. What is the lowest? Here's 93.

"That is a foreign girl who does very good work. The lack of an Anglo-Saxon background makes her test low."

"What about their reading grade-placement?"

"That's remarkable, too. Twenty are approximately two or more grades advanced in reading comprehension. Only three are retarded. In any case, in a Latin class you can count on the desire to learn. The pupils in this brilliant class are very much alive.

"Right now they have two interests so far as Latin is concerned: mythology and elementary philology. I know some people don't believe it, but you watch them and see.

"For their language study today I shall put these words on the board: Sanskrit *pitar*, Latin *pater*, Italian *padre*, Spanish *padre*, French *père*, Gothic *fadar*, German *vater*, Dutch *vader*, Swedish *fader*, Danish *fader*, Anglo-Saxon *faeder*, Middle English *fader*, English *father*. Then I shall ask the students how they think the

words should be grouped. I hope that before we finish the discussion we shall have traced on the map the probable migrations of the Aryans and see clearly how the Indo-European languages are related to each other. Last semester we had some very lively arguments about the inferences to be drawn from these facts. In fact, two boys ran back after they had gone four blocks on their way home and asked if we couldn't have a debate on the subject.

"Here is the lesson on the classes of language which followed, and which stimulated considerable interest. The students had never realized that ideas may be expressed in ways quite different from ours, ways which reflect quite different habits of thought. At first they wished for a language like Chinese which has no inflections to be learned, but before long they were relieved to read the Latin sentence in which everything was expressed and nothing need be inferred.—But here comes the next class."

"Aren't you rather breathless? I am. I felt that I could hardly keep up with the discussion. When they saw what they could do with those words on the board, they forgot you and argued with one another about the original home of the Aryans."

"And how Bob thumped his desk and said, 'You can't tell me that English isn't a Romance language. I know too many English words that come from Latin!' These lessons are stimulating him to do some work."

"He was interested, too, in the Psyche story they were reading in Latin during the first part of the period."

"Some day before long I shall give them a poem which depends for its interpretation upon an allusion to these myths. I might give this class the test on classical allusions I've been working out with the advanced class. The sentences are taken from some books on literature used in the first year of college work. We have also included Masfield's quatrain in honor of Neville Chamberlain, and Noyes' sonnet on the death of Pope Pius XI, from recent newspapers. For some classes, of course, this would be too academic a test. For them I could use cartoons and articles from the newspapers and weekly magazines. Though we call this a test, it is really a teaching device. You notice that I have emphasized not

what the allusion is, but rather what it adds to the idea of the sentence. After the students finished the test, we discussed the allusions and found that this was a real exercise in interpretation.

"Today the class will finish an English vocabulary test based on sentences from the *Reader's Digest*, *Time*, and the newspapers, since two-thirds of the students read these publications. This, too, is more useful for teaching than for testing. We have learned especially how we can use our Latin to solve the meanings of unfamiliar English words in a context.

"You can see that the test needs to be revised. Some of the choices are as difficult as the word to be defined. I liked the way the students helped me analyze the items after they had finished."

"It seemed to me that they were learning to discriminate between English words when they were translating Cicero at the beginning of the period."

"They were learning something else too. How eager Bill was to point out the present truth of Cicero's description of the effect of foreign economic conditions on the financial system at Rome.

"More important was Jean's comparison of the reforms of the Gracchi with modern liberal policies. The older students of this class are alert to the political lessons which Americans can learn from the Romans. Sometimes an item someone has seen in the morning paper starts us off on Roman history and government so that we spend the rest of the period looking for information in the library instead of finishing the assignment. My point is that you must seize every opportunity to help students see how much history can tell them about the problems of their own day.

"Whenever possible let them get hold of this material in Latin. We mustn't forget that we are teaching them a language. It is just a question of seeing the implications of what they are reading. For instance, a class may read the first book of the *Gallic War* as a first-hand account of that movement which began in the dim past, which mingled the peoples of Europe, which peopled California, and is bringing here today the great horde of modern immigrants. In their social-studies class they are examining the great modern movement and its problems. Students often review a present problem in a new light when they have examined a similar situa-

tion further removed from them. It seems more dramatic and more significant when they see it as a part of history.

"The other A-10 section hasn't read any Caesar yet. The student teacher and I have been experimenting a bit with this class. She has adapted for them interesting selections from Plautus, Varro, Pliny, Horace, Catullus, Cicero, Martial, and Lucretius. Our new books have interesting selections from all these authors and from others, so that in addition to their work on cultural backgrounds the students have read no less Latin than the usual class. The point is that we have chosen significant material in Latin, which makes the reading lesson an integral part of our study of the Romans and their influence on the modern world.

"Today the class is not going to read, however. Instead they will begin work on Greek and Roman architecture in Los Angeles. The first lesson is concerned with ornament and moldings, for we can find them on our own buildings. It's time for the class now."

"What a pleasant way to spend the last period in the week! The students were interested in the mimeographed sheets with the drawings of common kinds of ornament. Weren't they happy when you said, 'How would you like to go out and find all the kinds of ornaments and moldings you can on our buildings?' "

"John excitedly pointed out to the others six different kinds on the front entrance to this building. Loring said he was going to take some pictures of it and 'blow up' the detail for the bulletin board. When they came down the hill to the auditorium they couldn't believe that they had gone in those impressive doors so many times without noticing how beautiful they are.

"They will probably examine their own houses and the furniture tonight and come back Monday morning bursting to tell me all they've discovered. Soon Mr. Brown, of the art department, will talk to the class about ancient architecture and its influence on the architecture of Los Angeles. He has many pictures to illustrate it.

"You may wonder whether we are neglecting the Latin language when we pay so much attention to background. I am sure that these students read better than those I have taught before, because we have substituted for formal drill much practice in reading so

that students learn forms and vocabulary in significant content. I no longer have students who can recite declensions and conjugations glibly but cannot use them in reading and writing. On all the final examinations I have given, the class average has been better than in my former classes. These examinations have included many grammatical questions in addition to translation, even some paradigms. I wanted to know that these students understand the essentials of Latin grammar. One of my B-10 students went to another school where much emphasis is placed on Latin composition and finished with an A. Two students from the first class which took part in the Stanford Language Arts Investigation have just finished two semesters at University of California at Los Angeles with A's in their Latin courses, including composition. As in my former classes, some students found the grammar difficult and did not do it well. However, there were fewer of them this time and they did get much from the study of Roman backgrounds of American and world culture.

"Would you like to hear what the students think about this kind of work? The co-ordinator asked my advanced class to write letters of advice to junior-high-school students who are thinking of beginning a language. I think the students were quite frank, for the letters were not signed and were written immediately after they were requested, without any chance to talk them over. This one is quite typical. I am reading you only excerpts of course:

Latin is one of the most interesting and delightful subjects I have taken since I have entered school. It has helped me much with my English vocabulary and grammar, not to say anything about the knowledge of history I have gained. Probably you have heard that Latin is the hardest subject in the high-school course. If you have, don't pay any attention to it, because it is just as easy as any other subject if you apply yourselves while in class.

"The following is the student's own discovery, quite uninfluenced by me:

In studying Latin, if you apply yourself in the right way, you improve immensely your powers of concentration, and your general study habits.

"Latin evidently means something to this child:

You should bear in mind that in studying Latin you not only learn the principles of grammar involved, but you receive an accurate picture of the

ancient Roman Empire. All the color and drama of those golden years are clearly pictured by such great and brilliant men as Caesar, Vergil, and Cicero . . . you will understand their philosophy of life, their struggles, and the ideals for which they gave their lives. A vivid picture of the Roman conquests, which have influenced the history of the world, is painted by the hands of the Roman authors.

"Do you notice that all the students take for granted that we learn grammar and insist on its value? We have studied the forms and syntax which were necessary for our reading, and have learned them accurately, but not until we actually needed them, and with emphasis on use rather than on isolated forms and rules, and with special attention to the improvement of our knowledge of the English language. Since linguistic experience plays an important rôle in the education of these students, we have given them much of this experience. We have integrated syntax and morphology with significant reading content. When I compare these students with those in my classes a few years ago, I see that they now have a better knowledge of functional grammar. They remember better, since it has become not just a mass of items retained by memory but an inseparable part of their mental equipment.

"But of all the comments, this is the one I like best: 'And besides all these reasons, Latin is fun!'"

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CURRENT EVENTS

[Edited by George E. Lane, Thayer Academy, Braintree, Mass., for territory covered by the Association of New England and the Atlantic States; John N. Hough, Ohio State University, Columbus, Ohio, for the Middle States east of the Mississippi River; G. A. Harrer, the University of North Carolina, Chapel Hill, N. C., for the Southeastern States; Russell M. Geer, Tulane University, New Orleans, La., for the Lower Mississippi Valley and the Southwest; Kevin Guinagh, Eastern State Teachers' College, Charleston, Ill., and Franklin H. Potter, the University of Iowa, Iowa City, Ia., for the Middle Western States. News from the Pacific Coast may be sent to Fred L. Farley College of the Pacific, Stockton, Calif.]

This department will present everything that is properly news of general appeal, but considerations of space compel the editors to ask that items be made as brief as possible. Whenever feasible, it is preferable to print programs of meetings which would draw an attendance from a large area as live news in advance of the date rather than as dead news after the event. In this connection it should be remembered that the December issue, e.g., appears on November fifteenth, and that items must be in hand five or six weeks in advance of the latter date.]

The Southern Section to Meet in Birmingham

The Southern Section of the Classical Association of the Middle West and South will meet at Birmingham, Alabama, November 26-28. We hope to be able to print the program in the November issue of the *JOURNAL* and in that connection to urge all our members who live in the South to attend. This is no time to stay at home even if one can no longer use the family automobile, for in time of war we must stress all the more the fact that only those who make *humanitas* the very essence of their philosophy of life are safe guides in the forming of national and international policies.

Connecticut State Latin Contest, 1942

Connecticut's fourth Latin Contest was held May 2, at Crosby High School, in Waterbury. The Waterbury *Republican-American* sponsored the contest and offered prizes amounting to \$100. There were examinations in each of the four years of high-school Latin. Winners in each division were awarded \$15, and those placing second received \$10 apiece. Third prizes, consisting of books, were given by the contest committee. Owing to the remarkable circumstance that three pupils tied for first place in Division I, the newspaper most generously gave \$120 instead of the promised \$100.

Through the generosity of the colleges of Connecticut, scholarships were

offered to the winner in the senior division. Trinity College and Wesleyan University each offered a scholarship of \$250, Connecticut College offered a \$500 scholarship, and Albertus Magnus and St. Joseph Colleges offered full tuition.

The contest was open to all public and private secondary schools of the state and each was allowed two representatives for each year's work. Contestants were chosen from winners in preliminary contests held in each school between April 1 and April 15, the school making its own selection. Samples of examinations were sent on request, but it was not required that these be used for preliminary contests.

Serving on the contest committee were Margaret H. Croft, Chairman, Crosby High School, Waterbury; Percy F. Smith, Bristol High School; Ruth I. Stearns, William Hall High School, West Hartford; Mildred I. Goudy, Crosby High School, Waterbury; Genevieve Conklin, Weaver High School, Hartford; and Herbert P. Arnold, Choate School, Wallingford.

On the advisory committee were Professor LeRoy C. Barret, of Trinity College; Mr. Goodwin B. Beach, of Hartford; Professor Harry M. Hubbell, of Yale University; Professor Edwin L. Minar, of Connecticut College; Professor John W. Spaeth, of Wesleyan University; and Dr. Josephine P. Bree, of Albertus Magnus College. The papers were printed at Yale University under Professor Hubbell's supervision, and Professor Barret was in charge of the grading.

The papers were prepared by an examining committee from outside the state which consisted of Miss Stella Mayo Brooks, Barre, Vermont; Miss Caroline V. Cooke, Brookline High School, Brookline, Massachusetts; Mrs. Mabel W. Leseman, South Portland, Maine; and Mr. John P. Jewell, Wellesley High School, Wellesley, Massachusetts.

The Waterbury *Republican-American* very generously gave publicity, which started February 15 and presented at least two articles a week until the close of the contest. Statements on the value of Latin were requested from many leading citizens and the courtesy with which these requests were met was an inspiration to the committee.

Mr. Goodwin B. Beach, who, though a prominent business man, is president of the New England Classical Association, after remarking on the need for broadly trained men to cope with the situation after the war, gives his opinion: Latin and Greek I have found of all subjects that I have studied by all odds the most valuable. I thoroughly believe that any boy or girl who has the ability and is not encouraged to study those two languages and their concomitant subjects has not only himself been defrauded of a valuable asset of Western civilization, but that the state has lost a more useful citizen now and for the serious work ahead.

The fact that we are unable to report a larger number of participants in the contest of 1942 than in the previous contest in no way indicates a slackening of interest among the teachers and pupils of the state. It simply shows that

even the most stalwart exponents of the classics cannot ignore the demands of national defense and the rationing of tires and gasoline. Many schools, which have previously sent representatives and which had signified their intention of again participating, were forced to withdraw because of transportation difficulties, and many pupils who managed to arrive had done so only by their carefully inculcated persistence.

This year there were 286 pupils enrolled from 60 schools, among which were high schools, private schools, parochial, and junior high schools of Connecticut.

MARGARET H. CROFT, CHAIRMAN

The Classical Association of the Pacific States, Southern Section

The three meetings of the Classical Association of the Pacific States, Southern Section, for 1941-42, were held at the University of California at Los Angeles (October), the University of Southern California (December), and Oxnard Union High School (May). The October meeting emphasized the value of spoken Latin and Greek to high-school pupils, and included the presentation of phonographic recordings in the two languages. Those in Latin were by Reverend Father Robert Brown, of Los Angeles College; those in Greek were made by students of the Santa Barbara School, under the direction of Mr. O. C. Crawford. At the luncheon Mr. Crawford read a paper on "An Experiment in Representative Government in Sixth-Century Athens."

The program of the December meeting began with a symposium on the general theme of "Problems in Classroom Activities," with three subjects under special consideration: (1) classroom procedures—discussion led by Miss Frances Tubbs, of University High School, West Los Angeles; (2) the giving of Latin plays—led by Miss Gail Burnett, of the Westlake School for Girls, West Los Angeles; (3) the planning of Roman banquets—led by Miss Nellie Cronkhite, of Manual Arts High School, Los Angeles. The luncheon speaker was Dr. Paul Friedlander, of the University of California at Los Angeles, whose subject was "The Greek Behind Latin."

The morning program of the May meeting was in two parts: "Latin for Americans," a mock radio program presented by pupils of Mrs. Guidotta Lowe, at Oxnard Union High School; and a summary by Dr. F. H. Reinsch, of the University of California at Los Angeles, of recent work done in California secondary schools in "collaboration" or "fusion" between languages and other subjects. After luncheon, Dr. Thomas Grice, of Simi, California, gave an illustrated talk on his travels in Italy.

JULIA NORFLEET DANIEL
CORRESPONDING SECRETARY

The American Classical League

The American Classical League held its twenty-fourth annual meeting at Denver, Colorado, June 29, 30, and July 1. The program of the first session

concerned itself with the high school of today, with papers on: "Is Latin Needed in the High School of Today," by Harl H. Douglass, Director, College of Education, University of Colorado; "The Latin Teacher in the High School of Today," by Mrs. Bernice S. Engle, Central High School, Omaha; "Latin Teaching—from an Adviser's Viewpoint," by Margaret Clinton, Girls' Adviser, Skinner Junior High School, Denver; "The Work of the Service Bureau," by Dorothy Park Latta, Director of the American Classical League Service Bureau. At the second session B. L. Ullman, of the University of Chicago, president of the League, delivered his annual message. This was followed by papers entitled: "The Interpretation of the Roman Tradition," by L. R. Lind, of the University of Kansas; "Life, Logic, and Language," by Clyde Murley, of Northwestern University; "The Ministry of Greek in Preaching," by Reverend Raymond A. Waser, pastor of the First Plymouth Congregational Church of Denver; "Latin and Modern Trends in Education," by Mark E. Hutchinson, of Cornell College. At the dinner meeting, on the evening of the second day, the principal paper was that of Charles C. Mierow, of Carleton College, entitled "The Ancient Classics in the Modern World." At the last session the papers were: "The Bugaboo of Horse and Buggyism in the Study of the Classics," by O. W. Reinmuth, of the University of Texas; "Teaching Latin to Very Young Children," by Sister M. Lilliana Owens, S.L., St. Mary's High School, Colorado Springs; "Latin in Law and in Life," by Peter H. Holme, President of the Phi Beta Kappa Association of Denver; "Crises of Democracy; Ancient and Modern," by Edward F. D'Arms, of the University of Colorado.

George Miller Calhoun, 1886-1942

The many friends of Professor Calhoun will have been more shocked, perhaps, by his sudden death than they would have been if the same sad fortune had overtaken another of their acquaintance. He was so vigorous and vital in mind and body, so youthful in spirit, so young indeed in years, that life seemed surely to stretch long and productive before him. But men move backward into the future, as the Greeks knew better than we; with their faces to the past and with their thoughts on the future which lies behind them, they meet the fate of death all unaware. On the night of Monday, June 15, after a day of busy activity, the end came for George Calhoun, with no pain and with no more than ten minutes' warning. Those who knew him personally will feel deeply their personal bereavement; the far larger number who knew him through his writings will understand the greatness of the loss to classical scholarship.

His position as one of the more eminent Hellenists of the United States is attested by the fact that only last December he delivered the presidential address before the American Philological Association at its meeting in Hartford. But more significant than this office was the distinguished career in teaching and research which had persuaded his colleagues in the Association that he

deserved election to it. He was born in Lincoln, Nebraska, January 29, 1886, of a Southern family. Indeed, he always belonged to the South by instinct and tradition, and when the time came to go to college, he went to Stetson University in De Land, Florida. From there he went to the University of Chicago, where he received the degree of Ph.D. in 1911. Immediately after taking his degree he became a member of the faculty of the University of Texas, where he remained for six years. In 1917 he accepted an invitation to the University of California, and the last twenty-five years of his life he spent as a member of the Department of Greek in that institution.

His active career as a student and investigator was almost evenly divided between Greek law and Homer. His first work in the former subject was his doctor's dissertation, *Athenian Clubs in Politics and Litigation*, which is well known to students of Greek law and politics and is constantly referred to. This was followed by a series of important books and articles on various aspects of legal institutions and procedure. About fifteen years ago he turned from the law to Homer, and since that time he has devoted himself whole-heartedly and with growing enthusiasm to the poet. With Homer he had hoped to occupy himself for years to come. He had not collected and filed a mass of notes which were later to be turned into books and articles. He did not conduct his research in this way. It was his habit to read and reread the Greek authors—particularly Homer, of whom he could never have enough—and to live with them in his mind during the greater part of his working hours. So he obtained glimpses of the truth about them as it had not been seen before. He did not fail to inform himself of what other scholars had done on any subject in which he was interested, but he was able to discern quickly what was valuable in their work and never lingered over what was negligible. He did not regard as negligible, however, what he believed to be erroneous in the writings of his predecessors and in the learned tradition. Many a long-entrenched misconception he has set right upon the evidence of a fair reading of the text of his author. The mass of erudition which has accumulated about the higher criticism of the Homeric poems distracts many students from the reading of the poems themselves; instead of reading Homer they read about him. Calhoun read Homer again and again with ever-growing admiration and understanding. Knowing the poet thus intimately, and in full sympathy with the spirit of his poetry, he was able often to correct the mistakes of learned critics who did not know their author so well. These habits of reading and study were natural to a man of his character, and they reveal what that character was. A professional scholar of full competence, accustomed to working with the rigorous precision of his trade, he was gifted at the same time with the mellow and disarming spirit of the true amateur. There was no faction in his personality. Reading and research were simply two aspects of his intellectual life, complementary, not antagonistic. Those who knew him best will remember him always as "a gentleman and a scholar" in the most honorable sense of the

old phrase, and one may be sure that he would himself have been glad to be so remembered.

IVAN M. LINFORTH

UNIVERSITY OF CALIFORNIA

Missouri—Congratulations to Kansas City

The lovers of the classics are very much alive in Kansas City. Here is what I have gathered from a perusal of certain issues of the *Kansas City Star*: On February 26 the Classical Club of Greater Kansas City conducted a symposium on the value of Latin at which five prominent citizens expressed themselves as very much in favor of Latin for five quite different reasons: Henry J. Haskell, editor of the *Star*, was sure that the study of Latin was the best preparation for a newspaper man; Dr. Logan Clendening, widely known as a commentator on medicine, thought Latin ought to be taught because it was hard and required concentration; Judge Merrill E. Otis pointed out the immeasurable contribution of Latin authors to law as we have it today; Dr. Clarence R. Decker, president of the University of Kansas City, said he liked Latin because it was the language of great men and great deeds; and Ernest E. Howard, civil engineer, said that since the engineer must be trained to an exact and precise use of language, to him "Latin is a 'must.'"

This was followed up on March 1 by an editorial in the *Star* entitled "Latin and Greek in the Schools," in which the editor took as his text: "We can't understand the present unless we have some idea how it got that way." And then in the department called "Random Thoughts," the editor came back again to the subject by showing how "Bob Millikan" took so much Greek at Oberlin College that when he applied for a tutorship in Physics the president gave it to him almost entirely on the ground that "Anyone who knows as much Greek as Bob Millikan ought to be able to teach anything." There were other paragraphs on English words and constructions through Latin, all interestingly put in a short of "fireside-chat" manner. To end the series there was a strong editorial in support of "Latin Week" in the issue of April 29.

This co-operation between editor and classicists is, it seems to us, ideal, and we commend it to our readers very heartily.

E. T.

Missouri—Latin Teachers' Institute at St. Louis University

In connection with its summer session St. Louis University held its third Latin Teachers' Institute June 24, 25. The program, participated in not only by faculty members of the university but by many other leaders in the classics, follows: June 24, morning: "The Integration of High-School and College Courses in Latin," by Jonah W. D. Skiles, Westminster College; "Spoken Latin in a Jesuit's Course of Study," by William A. M. Grimaldi, S.J., St. Louis University; "A Gallery of First-Year-Latin Textbooks," by Sister Violet Marie Custer, O.P., Saint Mark's High School, St. Louis; "Language

Teaching and the Laws of the Mind," by Raymond V. Schoder, S.J., St. Louis University. Afternoon: "Recollections of a Latin Course at the Turn of the Century," by George V. Schick, Concordia Seminary; "Readings for the High-School Teacher in the *Confessions* of St. Augustine," by Sister M. Edmond Fern, S.L., Webster College; Round-Table Discussions on, a) "Making Latin More Effective in the Learning of the Romance Languages," led by Joseph F. Privitera, St. Louis University; b) "Using Latin in the Service of Better Citizenship," led by Ruth M. Joedicke, Mary Institute; c) "Developing Cultural and Aesthetic Appreciations through Latin," led by Kathryn Hankins, Lindenwood College. June 25, morning: "Reminiscences of the American School at Athens," by Josephine Harris, Maryville College; "The Sock and the Spear in High-School Classics," by Leo V. Kaiser, University of Illinois; "A Rhetorical Approach to the Teaching of Cicero," by Sister Vivienne Hazelett, S.S.N.D., Sancta Maria in Ripa, St. Louis; "A Preliminary Report on the First Missouri Latin Week," by William C. Korf-macher, St. Louis University. Afternoon: "Great Music Based on Greek and Roman Themes" (illustrated with recordings), by Charles A. Collier, S.J., and David C. Chopin, St. Louis University; "High-School Latin in the Service of English," by Olive Dean, Carmi (Ill.) Township High School; "Selling High-School Latin to Pupil and Parent," by William R. Hennes, S.J., Xavier University; "A Tour of Classical Greece" (illustrated with color photographs), by Claude H. Heithaus, S.J., St. Louis University.

Nebraska—Omaha

A one-day Latin Institute was held May 2 at Creighton University under the auspices of the "Omaha Classical Club." The program, sponsored by Father Linn, S.J., the president of the club, with the co-operation of the Classical Department of Creighton University and the University of Nebraska, was well integrated and designed to clarify some of the problems facing Latin teachers in a world at war. The focal point of the discussions was the general topic "The Objectives of Latin Teaching in High Schools."

The morning and afternoon sessions and the luncheon in the Creighton cafeteria were delightfully informal and were thoroughly enjoyed by the sixty-five teachers who attended.

Mrs. Ruth Forbes, of North High School, Omaha, presided at the morning session and introduced President Joseph P. Zuercher, S.J., of Creighton University, who gave the address of welcome.

The topics presented at this session were: "Mind Training and the Classics," by Father H. W. Linn, S.J., Creighton; "How Latin Helps in Other High School Subjects," by Miss G. McEachen, University of Nebraska High School; "Latin and the English Language," by Professor C. A. Forbes, University of Nebraska; "Suggestions for Teaching Vocabulary and Language Sense," by Miss Doris Steeves, Lincoln High School. The afternoon session,

presided over by Father F. C. Hunleth, S.J., of Creighton University, stressed various facets of the cultural values of Latin under the following heads: "Latin and the Student's Social Background," by Professor M. S. Ginsburg, University of Nebraska; "Enlarging the Student's Social Perspective in the Classroom," by Miss Orra Ambler, Brownell Hall, Omaha; "Latin and General Culture," by Professor L. V. Jacks, Creighton University; "Developing the Student's Cultural Tastes in the Class Room," by Mrs. Bernice Engle, Central High School, Omaha.

Ohio—Wooster Classical Club

The banquet meeting of the Wooster Classical Club on April 9 was addressed by Professor John N. Hough, of Ohio State University, on the subject of "Classical Philately," illustrated with lantern slides. Professor Hough's classical stamp collection was also on display.

Ohio—Columbus Latin Club

The Columbus Latin Club's early spring meeting was held March 21, at which the members enjoyed a presentation of a modern one-act play in Latin presented by members of the Alpha Tau chapter of Eta Sigma Phi at Ohio State University. The play was translated into Latin by members of the chapter. Plans for an extension of program and more meetings for the coming year were discussed and approved.

Ohio—Toledo

In the two-year evaluation program going on at Libbey High School, the Latin department (Mrs. Pauline E. Burton) received the highest rating, five points above the next highest department.

Wisconsin—Beloit College

Professors of classics are frequently at a loss to choose ancient themes to meet modern situations. For such we should like to recommend some such talk as Professor Floyd McGranahan, of Beloit College, made to the senior class at last commencement season. He brought Aeschylus upon his imaginary stage and made him say: "Once I was in the fighting forces, the hitherto apparently silly slogans about fighting for freedom and democracy took on meaning, for we knew then that we were doing this: fighting for our democratic way of life, not talking about it. The war experience was not a nightmare for me, sensitive as I am by nature. It was a catharsis, a purging of much that is foolish and irrelevant in my points of view. When one is at grips with elemental situations—suffering, death, heroism, ecstasy—he sees into the heart of things. He comes to know the quality of men, not merely their external trappings." There is a great deal of this kind of material available to any classical scholar who is willing to use it.

RECENT BOOKS¹

[Compiled by Herbert Newell Couch, Brown University]

- AGARD, WALTER R., *What Democracy Meant to the Greeks*: Chapel Hill, University of North Carolina Press (1942). Pp. xii+278. \$3.00.
- BALLANTYNE, JAMES R., *First Lessons in Sanskrit Grammar*, Revised throughout by Lawrence A. Ware: Point Loma, California, Theosophical University Press (1941). Pp. x+136. \$2.00. (Copies may be ordered from L. A. Ware, State University of Iowa, Iowa City, Iowa.)
- BEAZLEY, J. D., *Attic Red-Figure Vase-Painters*, new and enlarged edition: New York, Oxford University Press (1942). Pp. 960. £3.3.
- BERRY, EDMUND GRINDLAY, *The History and Development of the Concept of Θελα μοῖρα and Θελα τύχη down to and including Plato* (Doctor's Thesis): Chicago, Privately printed (1940). Pp. iii+89.
- CARY, M., and HAARHOFF, T. J., *Life and Thought in the Greek and Roman World*: New York, Thomas Y. Crowell Company (1942). Pp. xii+348. Twelve plates and four maps. \$3.00.
- CASSON, STANLEY, *Greece Against the Axis*: London, Hamilton (1942). 8s. 6d.
- CICERO, *The Fifth Verrine*, Edited with Introduction and Commentary by R. G. C. Levens: London, Methuen's New Classical Texts. 6s.
- Corpus Vasorum Antiquorum, U.S.A.*, Fascicule 8, Fogg Museum Collection and Gallatin Collection, Part 2, by George Henry Chase and Mary Zelia Pease: Cambridge, Mass., Harvard University Press (1941). Plates in portfolio.
- DAVIS, HOMER W., Ed., *Greece Fights*, The People Behind the Front: New York, American Friends of Greece (1942). Pp. 96, 2 illustrations. \$1.00.
- DAY, JOHN, *An Economic History of Athens under Roman Domination*: New York, Columbia University Press (1942). Pp. xi+300. \$3.50.
- Early Civilization*: Informative Classroom Picture Series, Unit of Teaching Pictures: Grand Rapids, Informative Classroom Picture Publishers (1939). Pp. 14, pictorial chronological table, 20 plates from drawings by Kreigh Collins. \$2.00.
- EFRON, ANDREW, *The Sacred Tree Script*, The Esoteric Foundation of Plato's Wisdom: New Haven, Tuttle, Morehouse and Taylor Co. (1941). Pp. xxiv+372.

¹ Including books received at the Editorial Office of the CLASSICAL JOURNAL, Washington University, St. Louis, Mo.

- FONTENROSE, JOSEPH E., *Theocritus: Varia Critica*, "University of California Publications in Classical Philology, Vol. 12, No. 11": Berkeley and Los Angeles, University of California Press (1942).
- FORBES, CLARENCE A., *Teachers' Pay in Ancient Greece*, "University of Nebraska Studies": Lincoln (1942). Pp. 60. \$0.75.
- GLICK, MARY KATHRYN, *Studies in Colloquial Exaggeration in Roman Comedy* (Doctor's Thesis): Chicago, Privately printed (1941). Pp. iii + 140.
- GLOVER, T. R., *The Challenge of the Greek*: New York, Macmillan (1942). Pp. x + 241. \$2.75.
- GODOLPHIN, FRANCIS R. B., Ed., *The Greek Historians*, Translations, Edited with an Introduction, Revisions, and Additional Notes: New York, Random House (1942). Two volumes, pp. xxxviii + 1001 and iv + 964. \$6.00.
- GRUBE, G. M. A., *The Drama of Euripides*: London, Methuen (1941). 22s. 6d.
- HACKEMANN, LOUIS F., *Servius and His Sources in the Commentary on the Georgics* (Doctor's Thesis): New York, Privately printed (1940). Pp. ix + 90.
- HEIDEL, WILLIAM ARTHUR, *Hippocratic Medicine: Its Spirit and Method*: New York, Columbia University Press (1941). Pp. xv + 149. \$2.00.
- JAEGER, WERNER, *Paideia: The Ideals of Greek Culture*, Volume II, Translated from the German by Gilbert Highet: New York, Oxford University Press (1942). Pp. 450. \$4.00.
- KYKKOTIS, I., *Modern Greek Self-Taught*: London, Barmarlea (1941). Pp. 108. 5s.
- LEE, IRVING J., *Language Habits in Human Affairs*: New York, Harper's (1941). Pp. xxviii + 278. \$1.75.
- Legacy of Egypt, The*, Edited by S. R. K. Glanville: New York, Oxford University Press. Pp. 416, 36 plates. 10s.
- LIVINGSTONE, SIR RICHARD, *The Classics and National Life*, the Presidential Address delivered to the Classical Association on April 22nd, 1941. With a vote of thanks by Gilbert Murray: New York, Oxford University Press (1941). Pp. 31. 8d. (\$0.35).
- MYLONAS, GEORGE EMMANUEL, *The Hymn to Demeter and her Sanctuary at Eleusis*, "Washington University Studies, New Series, Language and Literature, No. 13": St. Louis, Washington University (1942). Pp. xii + 99, 2 plates. \$1.00.
- NASH-WILLIAMS, V. E., *The Roman Legionary Fortress at Caerleon, Monmouthshire*: Cardiff, National Museum of Wales (1940). Pp. 33, 5 figures, 14 plates. 2s.
- PERSSON, AXEL W., *The Religion of Greece in Prehistoric Times*, "Sather Classical Lectures, Vol. 17": Berkeley and Los Angeles, University of California Press (1942). Pp. ix + 189, 29 plates, 29 figures. \$2.00.
- PRATT, NORMAN T., JR., and others, *The Greek Political Experience*, Studies

- in Honor of William Kelly Prentice: Princeton, Princeton University Press (1941). Pp. x+252, frontispiece, 3 maps. \$3.00.
- RAMSAY, WILLIAM M., *The Social Basis of Roman Power in Asia Minor*, Prepared for the Press by J. G. C. Anderson: Aberdeen, Aberdeen University Press (1941). Pp. xii+305.
- ROSTOVITZEFF, M., *The Animal Style in South Russia and China*: The Hague, Nijhoff (1940). Pp. xvi+112, 34 plates. Fl. 20.
- Schliemann's First Visit to America, 1850-1851*, Edited by Shirley H. Weber: Cambridge, Mass., Harvard University Press, Published for the American School of Classical Studies at Athens (1942). \$2.50.
- SCHUMACHER, JOSEPH, *Antike Medizin*, Die natur-philosophischen Grundlagen der Medizin in der griechischen Antike. Volume I: Berlin, De Gruyter (1940). Pp. xii+291. RM 16.
- SIENKIEWICZ, HENRYK, *Quo Vadis?*, In "Everyman's Library": New York, Dutton (1942). Pp. 447. \$0.95.
- Source Book of Medieval History*, Compiled with Notes by Dr. Logan Clendening: New York, Paul B. Hoeber, Inc., Medieval Book Department of Harper & Brothers (1942). \$10.00.
- TAIT, JANE ISABELLA MARION, *Philodemus' Influence on the Latin Poets* (Doctor's Thesis): Bryn Mawr, Privately printed (1941). Pp. v+118.
- TATE, SIR ROBERT WILLIAM, *Orationes et Epistolae Dublinenses 1914-40*: London, Longmans (1942).
- TORREY, CHARLES CUTLER, *Documents of the Primitive Church*: New York, Harper (1941). Pp. xviii+309. \$3.50.
- T. Macchi *Plauti Epidicus*, Edited with Critical Apparatus and Commentary, In which is Included the Work of the Late Arthur L. Wheeler, by George E. Duckworth: Princeton, Princeton University Press.
- Virgil: Aeneid VI*, Edited with Introduction and Commentary by Sir Frank Fletcher: New York, Oxford University Press (1942). Pp. 144. 3s. 6d.
- VON SCHEFFER, THASSILIO, *Hellenische Mysterien und Orakel*: Stuttgart, Spemann (1940). Pp. 183, 8 plates, illustrated. RM 4.80.
- WALPOLE, HUGH R., *Semantics*, The Nature of Words and their Meanings: New York, Norton (1941). Pp. 264. \$2.50.
- WENDEL, CARL, *Geschichte der Bibliotheken im griechischen-romischen Altertum*, Reprinted from Milkau-Leyh, "Handbuch der Bibliothekswissenschaft," III: Leipzig, Harassowitz (1940). Pp. 63.